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EXPLORING INFLUENCES ON BLACK STUDENT STUDY ABROAD PARTICIPATION

by

STEPHANIE HARTKOPF
B.A., University of Central Florida, 2011
M.A., University of Central Florida, 2013

A dissertation submitted in partial fulfillment of the requirements
for the degree of Doctor of Education
in the Department of Higher Education and Educational Leadership
in the College of Community Innovation and Education
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Major Professor: Thomas Cox

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ABSTRACT

The purpose of this case study was to explore the factors that influence Black students' decisions to participate in study abroad programs. This study took place at a large, public, Predominantly White Institution in the southeastern United States. Three theories formed a conceptual framework to guide this study, including Critical Race Theory, Theory of Planned Behavior, and Astin's Input-Environment-Output Model. Semi-structured interviews were conducted with 5 Black study abroad alumni, which revealed 6 themes of influential factors in making decisions to participate in study abroad: (a) familiarity, (b) finance, (c) family, (d) faculty, (e) fear, and (f) finish.

Keywords: Black students, PWI, study abroad, Critical Race Theory, Theory of Planned Behavior, Astin, Input-Environment-Output Model.

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CHAPTER ONE: INTRODUCTION

Background

American higher education began at Harvard University in 1636 and has seen many significant changes since its inception. (Rudolph, 1990). Today's American university students have access to many experiences that did not exist in their current capacity at Harvard, including an abundance of academic programs of study, diverse student populations, and countless opportunities for student involvement. Another addition to the modern university experience is study abroad programs. The first documented study abroad program in the United States was initiated in 1923 at the University of Delaware, when a faculty member suggested sending students abroad for their junior year. In July 1923, the faculty member's pitch to the president was successful, and students left Delaware for France, becoming the first study abroad participants. Eventually, this program became known as Junior Year Abroad and similar programs were adopted by other institutions ("Our History", 2018).

Today, study abroad programs are much more common and readily-available to college students in the United States. Several federal government departments support programs to encourage study abroad and international education exchanges, including the Department of State's Fulbright and Benjamin A. Gilman International Scholarship Programs and the Department of Education's Fulbright-Hays and Foreign Languages and International Education programs (Lincoln Commission, 2005). During the 2016-2017 academic year, 1 in 10 American college students participated in a study abroad program during their undergraduate career (Institute of International Education, 2018). While this statistic includes all college students in the United States, it does not account for racial and ethnic identities of study abroad participants.

Compared to their enrollment in college, White students are overrepresented in study abroad programs, Asian or Pacific Islander students are almost equally represented, and Hispanic and Black students are underrepresented (Snyder, de Brey, & Dillow, 2018; Institute of International Education, 2018). In 2015-2016, Asian/Pacific Islander students narrowly outpaced their overall college enrollment percentage, 8.1% of all students, with their study abroad participation percentage, 8.4% of all participants. In the same year, Black students accounted for 14.3% of overall college student enrollment but only 5.9% of study abroad participants identified as Black. During the 2015-2016 school year, 17.3% of all college students identified as Hispanic and 9.7% of all study abroad participants identified as Hispanic (Snyder et al., 2018; Institute of International Education, 2017). Graduate students account for 12.1% of all study abroad participants during the 2015-2016 academic year (Institute of International Education, 2019). National statistics for graduate students studying abroad are not disaggregated by racial identity.

Historically, study abroad has been viewed as a recreational experience to be added to a college career if the student has time in their academic program or can afford to participate. However, study abroad participation has grown over 200% in the past 30 years (Institute for International Education, 2018) and will continue to grow as the world becomes more globally integrated. Another area of growth in study abroad is the duration of available trips. Study abroad has been traditionally viewed as a semester or year-long program. While these programs are still options at many institutions, they represent less than half of all study abroad participation, with majority of participants completing trips that last eight weeks or less. For the 2016-2017 academic year, 64.6% of study abroad students participated in trips that are considered short-term, lasting eight weeks or less; 33.1% of students participated in a mid-length

program of about one semester; and less than 2.3% participated in a long-term program lasting an entire academic or calendar year (Institute of International Education, 2018).

Study abroad provides students with skills that are crucial to their academic and career success. Upon returning home, study abroad participants attribute new knowledge and skills, both related to academics and their personal lives, to their international experience. As reported in a survey by the Institute of International Education, almost 75% of participants report they became role models in their communities and improved an organization they are part of after studying abroad (Institute of International Education, 2018). Additionally, participants report gaining skills in adaptability, communication, self-awareness, and confidence, which are highly valuable professional skills (Institute of International Education of Students, 2019). Other career benefits include increased hireability, decreased time searching for jobs after graduation, average starting salaries of \$6,000 higher than their peers, and higher acceptance rates into graduate school (Institute of International Education of Students, 2019). As expected, study abroad also contributes to increases in global understanding and tolerance, independence, and leadership (Institute of International Education of Students, 2019).

Problem Statement

This study addresses the problem of the gap in participation in study abroad programs between Black students and their enrollment in American higher education overall. This discrepancy in participation, as described below is significant due to the documented benefits of study abroad that Black students are missing by not participating. Participation and enrollment data, as well as benefits of studying abroad are described below.

In 2016, the National Center for Education Statistics (NCES) reported that undergraduate enrollment for Black students was 14.3% of the total undergraduate enrollment, which is an increase of 4.3% since 1976 (National Center for Education Statistics, 2018). The NCES is the primary federal entity for collecting and analyzing data related to education in the United States and other nations. NCES fulfills a Congressional mandate to collect, collate, analyze, and report complete statistics on the condition of American education (National Center for Education Statistics, 2018).

The Institute of International Education (IIE) exists to “help people and organizations leverage the power of international education to thrive in today’s interconnected world”. IIE focuses on advancing scholarship, building economies, and promoting access to opportunity. IIE publishes the Open Doors annual report: “Open Doors is a comprehensive information resource on international students and scholars studying or teaching at higher education institutions in the United States, and U.S. students studying abroad for academic credit at their home colleges or universities. The research is supported by a grant from the Bureau of Educational and Cultural Affairs at the U.S. Department of State” (Institute of International Education, 2017).

For the 2015-2016 academic year, IIE reported that of all students participating in study abroad programs, 5.9% identified as Black or African American, while enrollment for Black or African American students overall was reported as 14.3% by the NCES. Black students are not the only minority group of students whose study abroad participation numbers do not exactly match their overall enrollment numbers. However, they are the minority student group with the largest discrepancy between enrollment and participation. NCES reported for the 2015-2016 academic year, 17.3% of all enrolled students identified as Hispanic, and Hispanic or Latino students accounted for 9.7% of total study abroad participation. In the same year, 8.1% of all

enrolled college students identified as Asian/Pacific Islander, and 8.4% of study abroad participants identified as Asian/Pacific Islander. In addition to Black students, other underrepresented groups in study abroad include “students of color, first-generation, and low-income students, who are less likely to have had international travel experiences with their families” (Blake, Gasman, Esmieu, Castro Samayoa, & Cenner, 2019).

Data from both NCES and IIE indicate that White students are the only group whose study abroad participation reflects a significantly larger percentage than their enrollment. In 2015, NCES reported White student accounting for 64.1% of total college enrollment. For the same year, IIE reported White students accounting for 71.6% of total study abroad participants.

Overall, study abroad participation amongst American college students is relatively low, even at the current all-time high of about 10% of all undergraduate students, including students enrolled at two-year colleges. When considering only Bachelor’s degree seeking students, the participation rate is higher at 15.5% (Institute of International Education, 2017).

While study abroad remains a growing area of participation for American students, it has a profound positive impact on those who do participate and has been labeled a “High Impact Practice” (HIP) by George Kuh, who introduced the term in 2006. HIPs are defined as “a demonstrably powerful set of interventions to foster student success” (Kuh, O’Donnell, & Geary Schneider, 2017). Kuh et al. include HIPs in the definition of academic achievement and include them amongst the most important experiences of a college career, which will also benefit students as they transition from college to their careers and lives as active members of society:

By student success, we mean an undergraduate experience marked by academic achievement, engagement in educationally purposeful activities, satisfaction, persistence, attainment of educational objectives, and acquisition of desired learning outcomes that

prepare one to live an economically self-sufficient, civically responsible, and rewarding life. The rationale for making student success a national priority is clear and persuasive: insuring that America and its citizens thrive in the global future requires access to a postsecondary education that results in high levels of learning and personal development for students of all backgrounds. (Kuh, et al., 2017)

Kuh et al. find HIPs to not only be impactful on students in an abstract way, but also related to higher engagement levels and “robust” outcomes in areas including critical thinking, writing competence, and quantitative reasoning as self-reported by students. In addition to academic gains, study abroad participants report a higher level of functional knowledge in: completing day-to-day tasks, cultural sensitivity, interdependence of countries, world geography, and interpersonal accommodation such as patience and flexibility (Cisneros-Donahue, Krentler, Reinig, & Sabol, 2012). HIPs have also proven to be especially impactful to first generation college students, academically underprepared students, and students who are members of racial and ethnic minority groups (Kuh, et al., 2017).

Kuh’s 2006 definition of HIPs, included the following 10 activities: first-year seminars, common intellectual experiences, learning communities, writing and inquiry-intensive courses, collaborative assignments and projects, undergraduate research, service/community-based learning, internships and field experiences, capstone projects and courses, and diversity/study away/global learning. ePortfolios were added as an 11th recognized HIP in 2008 (Kuh, et al., 2017). Study abroad (“study away”) is listed as its own HIP, but several HIPs are foundational and incorporated within study abroad, including common intellectual experience, learning communities, collaborative assignments, undergraduate research, service/community-based learning, internship and field experiences, and ePortfolios. Research across three state institution

systems suggests that there is an added benefit to students participating in multiple HIPs.

Students who participate in multiple HIPs during completion of their bachelor's degree are more likely to graduate within six years of beginning and report higher levels of engagement, and learn more than peers who do not participate in HIPs, including racial and ethnic minority students (Finley & McNair, 2013; Saunders, Hogan, & Olson, 2015).

Despite the thoroughly documented benefits of study abroad and HIPs (of which study abroad is a defined practice and combines multiple other practices), including specific documentation about the benefits of HIPs (including study abroad to minority students), Black students in particular do not participate in study abroad programs relative to their overall enrollment in higher education. Black students are amongst the student populations least likely to participate in HIPs overall (Brownell & Swaner, 2009; Finley & McNair, 2013). For African American students, the benefits of participating in multiple HIPs are particularly significant. African American students who participated in multiple high-impact practices reported between 11 and 27 percent higher engagement in deep learning and learning gains, compared to their African American peers who did not participate in HIPs (Finley & McNair, 2013).

In addition to self-reported gains, study abroad is also related to five and six-year graduation rates. A 2013 study completed at Old Dominion University showed a positive relationship between semester long study abroad participation and five and six-year graduation rates (Xu, de Silva, Neufeldt & Dane, 2013). This finding is consistent with data from the University System of Georgia which suggests a statistically significant relationship between study abroad participation and five-year graduation rates (Xu, et al., 2013). Additional research consistent with this data includes a 2008 study from the University of Minnesota, Twin Cities

which found a strong correlation between the graduation rates of students of color and study abroad participation (Malmgren & Galvin, 2008).

Beyond academic gains, study abroad participants report a higher level of functional knowledge in: completing day-to-day tasks, cultural sensitivity, interdependence of countries, world geography, and interpersonal accommodation such as patience and flexibility (Cisneros-Donahue et al., 2012). While these skills may not be directly related to degree completion, they will be vital to students entering an increasingly global economy. Students who do not participate in study abroad programs will either be required to seek these skills through other experiences or not gain them at all and miss out on the related college and career benefits.

Purpose Statement

Current research indicates multiple documented benefits related to participating in study abroad programs for all American college students, including five to six-year graduation rates (Finley & McNair, 2013; Xu et al., 2013; Malmgren & Galvin, 2008), functional knowledge in multiple areas, including day-to-day tasks, cultural sensitivity, and interdependence of countries (Cisneros-Donahue et al., 2012). Study abroad programs are also considered to be a High Impact Practice (HIP), which have documented benefits specific to minority students, including Black students related to six-year graduation rates and post-graduate employability (Finley & McNair, 2013).

As American higher education enrollment overall becomes increasingly diverse with varying levels of enrolled minority student groups, study abroad participation for most groups increases relative to enrollment. However, Black student enrollment overall does not reflect in

Black student participation in study abroad programs, as it does with Hispanic and Asian students (Institute of International Education, 2017).

Current research in the area of study abroad focuses largely on the outcomes related to study abroad. There is not currently a full literature base focused on increasing diversity in study abroad participation. Additionally, a significant amount of the current research body is related to experiences while on study abroad, but not the decision-making process that leads students to participate (Salisbury, Paulsen & Pascarella, 2010; Schnusenberg, de Jong & Goel, 2012). To appropriately prepare Black students to enter the workforce, universities should understand and work towards increasing their participation in study abroad programs (Lu, Reddick, Dean, & Pecero, 2015).

The purpose of this case study is to understand the factors influencing Black student participation in study abroad. This study documents the experiences of five Black students who participated in study abroad programs while enrolled in a Predominantly White Institution. Through understanding the factors influencing decisions Black students make related to study abroad programs, this dissertation contributes to the existing body of literature on study abroad decision making. Specifically, the study contributes to research on Black students participating in study abroad and how participation can be increased to better reflect overall enrollment.

Research Questions

The research questions guiding this study are:

1. How do storytelling and counternarratives influence Black student study abroad participation?
2. What beliefs and attitudes do Black students have about study abroad participation?

3. How do pre-college and college experiences influence Black student study abroad participation?

Conceptual Framework

This study will be guided by a conceptual framework, composed of three distinct theories: Critical Race Theory, the Theory of Planned Behavior, and Astin's I-E-O Model. Combining theories is useful for this study because there is not one theory which directly relates to this research topic. Each theory in the conceptual framework is directly aligned with a research question in order to provide context to the findings and analysis of each question. Research question 1 is related to Critical Race Theory, research question 2 is related to the Theory of Planned Behavior, and research question 3 is related to Astin's I-E-O Model.

Critical Race Theory

The first theory guiding this study is Critical Race Theory. Critical Race Theory (CRT) is one theory that addresses how race and racism impact individual Americans and American society. CRT has original roots in the legal system, but has been expanded to apply to education as well as other fields (Ladson-Billings & Tate, 1995). CRT as applied to education addresses the inequities people of color face in education (Ladson-Billings, 1998).

CRT has five tenets, which include centrality of race and racism, centrality of experiential knowledge, commitment to social justice, challenge to the dominant ideology, and the intersectionality of racial oppression with other forms of subordination (Solorzano & Yosso, 2001). The CRT focus of this study will be storytelling and creating counternarratives.

Storytelling is a way for students to share their racialized experiences with others and gives others who may not have experienced or understand racism a first-person perspective on the experience. Storytelling is crucial for helping non-minority individuals understand how racism impacts minority individuals. CRT scholars count storytelling as the most efficient way of helping someone see from another's perspective (Delgado & Stefancic, 2001). CRT storytelling helps provide a perspective outside of the White narrative and worldview of higher education being the great equalizer and the pathway to success for individuals who work hard (Patton, 2016). This common perspective does not consider the experiences of marginalized populations in higher education (Patton, 2016).

Critical Race Theory contributes to the conceptual framework of the study because it provides a structure for understanding the experiences Black students bring into college with them, and how they may experience college differently than their White peers. In the study and conceptual framework including the Theory of Planned Behavior and Input-Environment-Outcome Model, Critical Race Theory centers the study specifically on Black students and their experiences.

Theory of Planned Behavior

A second theory used to make up the conceptual framework for this study is Ajzen and Ajzen and Fishbein's Theory of Planned Behavior (TPB). TPB aims to not only predict human behavior, but also explain it (Ajzen, 1991). TPB states that beliefs and attitudes influence intentions which shape behaviors (Schnusenberg, et al., 2012).

Three critical factors are considered within TPB to predict intentions. Attitude towards the behavior is the first factor, which considers if the individual has negative or positive feelings

about the behavior and how intense those feelings are. Subjective norm is the second factor which refers to the social pressure to act or not. Perceived behavioral control is the third factor, which includes the perceived level of difficulty with the behavior, and past experiences as well as anticipated challenges to performing the behavior (Ajzen, 1991). Within this conceptual framework, TPB is used to relate the study to Black students' beliefs and attitudes about study abroad, and how they influence decisions about study abroad.

Input-Environment-Outcome Theory

The third and final theory used to guide this study is Astin's Input-Environment-Outcome (I-E-O) Model. Astin's model was created to provide a more accurate assessment of the impact of any experience a student has in college. According to this model, to truly assess an experience, three factors must be considered. The first factor to be considered is that students come to college with their own attributes and inputs (I of the model) from their lives before arriving on campus. These inputs include academic preparation and demographic factors such as race, gender, socioeconomic status, and beliefs. The next factor to be considered in assessment is environment (E). In this model, environment encompasses how students experience college, including learning in the classroom, and co-curricular activities such as study abroad, student organizations, and community activities. Finally, input combined with environment explains the learning or change on a specific outcome (O) (Salisbury, 2015).

Astin's original model was later modified by Pascarella, expanding the environment factor to include unique characteristics for both the institution and the individual. These characteristics include size, structure, and values of institutions. For individuals, Pascarella included the impact of student's interactions with faculty and staff and student's co-curricular

activity involvement level. The original and expanded I-E-O modes not only give a framework for assessing learning, but also distinguishing which experiences have an impact on student learning (Salisbury, 2015). This model is significant to this study because it considers how a student's previous life experiences and individual campus experiences can impact the way they learn through specific experiences. Additionally, this model contributes to the research because it takes individual traits and experiences into consideration. Current study abroad literature typically presents overall experiences of participants without accounting for different demographics, traits, and experiences.

Combining the three theories above provides a more complete context of how Black students make decisions about study abroad. Further, these theories consider how racial identity specifically can impact the way students make decisions and experience college. These theories also relate to the topics of the literature review for this study to present a full understanding of the context of the study.

Significance of Study

The central contribution of the study is to integrate research on factors influencing study abroad participation and on Black students attending PWIs. The significance of this research is adding to the existing limited body of literature on Black student participation in study abroad programs. The study also expands the current literature on study abroad by identifying influential factors related to study abroad participation. Additionally, the study specifically examines the experiences of Black students, rather than all minority groups collectively to better understand the disparity in study abroad participation and overall college enrollment for Black students in the United States.

The goal of the study is to produce functional knowledge that can be used by higher education institutions whose enrollment includes a minority percentage of Black students. The findings of this study will be applicable to institutions attempting to increase their Black student study abroad participation rates.

Delimitations and Limitations

Delimitations and limitations are both elements that impact this study, but differ in control. Delimitations are factors that could impact the study but are controlled by the researcher. Conversely, limitations are factors that could impact the study but are not controlled by the researcher (Mauch & Park, 2003) This study includes both delimitations and limitations. Delimitations set by the researcher include limiting the cases for the study to: (a) students from one institution, (b) students at one institution who identify as Black, and (c) students from one institution who identify as Black and participated in a study abroad program.

The study has limitations, due to the qualitative research design. Qualitative research is generally limited to a small number of participants and sites and purposeful sampling which all contribute to a lack of generalizability (Maxwell, 2013). The study is limited to one research site and a small number of participants, selected through criterion sampling.

Data collection in qualitative research is also time consuming when compared to quantitative data collection. Case study research presents challenges unique to this methodology, including the concern that collecting data on multiple cases dilutes the data of all cases due to financial and timing concerns (Creswell & Poth, 2018). Data collection for this study necessitated multiple activities which limited participation including conducting individual interviews and producing verbatim transcripts from each interview to complete an accurate

analysis of the data. Further discussion of delimitations and limitations, including the impact of COVID-19 on the research design and data collection, are presented in chapter five of this study.

Definition of Terms

The following terms are used throughout this study:

Black

A person having origins in any of the black racial groups of Africa (National Center for Education Statistics, 2014).

Historically Black Colleges and Universities (HBCUs)

Institutions of higher education established before 1964, with an original purpose of providing higher education to African Americans (U.S. Department of the Interior, 2019).

Predominantly White Institution (PWI)

Institutions of higher education in which at least 50% of the enrollment is accounted for by White students (Jones, 2014).

Study Abroad

Coursework for academic credit which is conducted in a country other than country of the student's home institution (Institute of International Education, 2017).

Organization of Study

This study is presented in five distinct chapters, and concluded by a appendices and a reference list. Chapter one includes an introduction to the research problem, conceptual framework of the research, and research questions. Chapter two is a review of current research

about the history of Black student inclusion in PWIs, student decision making processes, and barriers to study abroad for Black students. Chapter three is a detailed description of the case study research method being used for this study. Chapter four provides profiles of each research participant, as well as the findings for each research question. Chapter five concludes the study with a discussion of findings per research question, delimitations and limitations to the study, implications of the findings, recommendations for Black students interested in study abroad and for institutions, recommendations for expanding the findings through future research, and a final conclusion.

Summary

This chapter provided an overview of the current study, including background information on the topic, the study's problem and purpose statements, the research questions of the study, and an overview of the theories included in the conceptual framework. The benefits of study abroad have been well documented and consist both academic and future employability related skills. Additionally, study abroad is considered a high-impact practice (HIP). HIPs are also related to academic gains, and are especially significant for minority students (Kuh, et al., 2017; Finley & McNair, 2013). Despite research showing significant benefits for students participating in study abroad, Black students do not participate at a rate reflective of their overall enrollment in higher education, as other minority student groups do.

Current literature heavily examines the experiences of students during their study abroad trips and sparsely covers why students choose not to study abroad. Current literature is lacking significant research on why Black students do choose to study abroad and what factors may influence their decisions to participate in study abroad.

The conceptual framework used in this study includes Critical Race Theory, the Theory of Planned Behavior, and Astin's Input-Environment-Outcome Model. Using the conceptual framework model allows the researcher to integrate multiple perspectives and overlap of topics in order to create a robust literature review.

The goal of this study is to understand why Black students from PWIs choose to study abroad and how factors of their identity, experiences, and beliefs impact their participation. In understanding this, the research will contribute to the existing literature and provide administrators a framework to make their study abroad programs appealing for and inclusive of their student populations.

CHAPTER TWO: LITERATURE REVIEW

Introduction

This literature review provides an overview of factors which may influence the way Black students make decisions regarding study abroad participation. This study specifically focuses on Black students' disproportionate lack of participation in study abroad because literature regarding study abroad tends to focus on student experiences while abroad and does not provide insight on the process before students begin their programs. Additionally, this study seeks to contribute to research on study abroad participants considering racial identity as a factor, which is currently limited.

The first topic covered in this literature review is the definition of the term "Black" to provide an understanding of the population being studied. Next, the researcher provides an overview of the Black student experiences in public education, and the impacts of stereotyping, racism, and discrimination on those experiences. Additionally, this literature review provides an overview of the student decision making process, including research specific to minority students and Black students participating in study abroad. This chapter also includes a brief review of the current literature on Black student experience while participating in study abroad and how these experiences shape the decision-making process of future participants. Finally, this chapter provides the conceptual framework guiding this study which includes Critical Race Theory, the Theory of Planned Behavior, and the Input-Environment-Outcome (I-E-O) model to include factors which specifically impact Black students.

Defining Study Abroad

Study abroad programs can be defined in various ways by various institutions. Some institutions may refer to study abroad as international or global experiences. Leaders of study abroad trips can vary from tenured faculty members on academic-discipline focused trips to non-faculty staff members on trips geared towards volunteering or social justice. At many institutions, students have the option to select study abroad experiences through a third-party provider not affiliated with the institution. While the researcher believes all above experiences to be valuable, for the purposes of this study, when possible to disaggregate data, study abroad will be the term used to describe international experiences for academic credit at an institute of post-secondary education, which occurs in a country outside of the home country of the institution.

Defining the Term "Black"

The term “Black” is used to describe a person having origins in any of the Black racial groups of Africa (National Center for Education Statistics, 2019). The term “African-American” describes people who currently live in America either by birth or immigration but have familial roots in Africa (Berlin, 2010). Prior to the 1965 change in American immigration laws, most Black people in America were born in America. During the 1990s, this significantly changed with the arrival of 1,300,000 Black immigrants to the United States from the Caribbean and Africa. This altered America’s Black population to include significantly more immigrants and children of immigrants than ever before (Berlin, 2010). While all Black Americans may not share the same heritage, they are typically categorized as one (Berlin, 2010). Caribbean people are sometimes but not always included in the demographics of African Americans. The NCES does not specifically mention Caribbean people, but the sample ballot of the upcoming 2020

United States census provides options for Caribbean Americans to distinguish their identity. Individuals who choose Hispanic are given secondary options of Puerto Rican or Cuban and for Black or African American, examples given include Haitian and Jamaican (United States Census Bureau, 2019).

Additionally, the focus of this research is based on classifications set by NCES and the Institute of International Education (IIE), which do not differentiate between immigrant and native-born Black students or between African-American, Caribbean-American or other areas of origin. Further, elements of this research focus on stereotypes and racism which are based on visual judgements, typically not rooted in in-depth knowledge of immigration or nation of origin, but on skin color and/or appearance alone. For these reasons, in this study the terms “Black” and African-American will be used interchangeably to describe Black student participants in the research. The researcher will primarily use the term “Black”, but will not correct the use of “African-American” or “people of color” in literature reviewed or by participants in the study.

Definition of Predominantly White Institutions

Before reviewing existing literature on Black student experiences in American public education and in study abroad participation, it is important to understand types of higher education institutions, as related to student populations.

To be considered a Predominantly White Institution (PWI), an institution must have an undergraduate enrollment of at least 50% White students (Jones, 2014), but there is no formal process to be considered a PWI (Bourke, 2016). Due to these guidelines, many Hispanic Serving Institutions (HSIs) are also considered PWIs, where Black students are still minorities and may experience unaddressed concerns of oneliness and lack of a sense of community (Pichon, 2016).

At higher education institutions, students from underrepresented groups are underrepresented in not only population, but also in power distribution and social structures (Bourke, 2016). These issues are explored further in the literature review. The literature reviewed for the study presents an overview of available research on the topic of Black student experiences at institutions where they represent a minority percentage of enrollment, commonly referred to as PWIs.

Black Student Experiences in American Public Education

To understand the experiences of Black students currently enrolled in public higher education and factors that may influence their decisions regarding study abroad, it is crucial to review the history of Black students in public education, including both K-12 and higher education. This section addresses three elements of the history of Black students in public higher education. First, the researcher provides an overview of the history of the Black students' exclusion and eventual inclusion in public higher education, including specific cases from the southeastern United States. Next, this section recognizes the ways in which a history of exclusion continues to impact Black students at PWIs today, including racism, stereotyping, and onliness.

The first higher education institution in the United States predates the founding of the country, with Harvard being founded in 1636 (Rudolph, 1990). However, Black students have only been admitted to PWIs, especially in the southern United States since 1965. Given this stark comparison in history and timeline, it is no surprise that Black students have different experiences at PWIs than their White peers.

To better understand how Black students experience PWIs, it is important to understand the history of Black student inclusion in PWIs, which considered against the history of American

higher education is relatively recent. Understanding the historical context of the setting for this study is crucial to understanding the experiences which contribute to student decision making. This historical overview will make specific note of the history of Black students in public higher education in the southeastern United States.

Before exploring the history of the education of Black students, it is important to review the history of Black people in America. Prior to the end of the Civil War, 90% of Black people in America lived in southern states, where majority were slaves. Laws expressly prohibited the teaching of slaves to read or write and formal education for Black people was scarce (Hill, 1985). The first Black college, the Institute for Colored Youth was established in 1837, and still operates today as Cheyney University in Pennsylvania. Two additional colleges for Black students were opened prior to the Civil War; Wilberforce College in Ohio and Lincoln University also in Pennsylvania. Following the end of the Civil War, the American government established the Freeman's Bureau in 1865 which provided services to Black people recently freed from slavery. The Freeman's Bureau provided assistance with the creation of several Historically Black Colleges and Universities (HBCUs) (Gasman & Hilton, 2012).

In 1887, the Hatch Act provided the federal government further involvement in the higher education of Black Americans. This legislation provided financial support for state agricultural experiment spaces in conjunction with established land grant institutions. Further, this act directed states to equally divide funding for Black and White colleges, unless otherwise directed by the state. However, majority of states chose their White institutions as the sites of agricultural experiment stations, and therefore funding was unequally designated to those institutions (Gasman & Hilton, 2012).

The second Morrill Act was passed in 1890 and provided federal funding for establishing public HBCUs and White institutions. One of the terms of the legislation was states must provide Black students their own higher education institutions or admit Black students to their established White institutions. All Southern states responded by establishing separate institutions for Black students. These institutions essentially served as trade schools and did not provide any liberal arts education, which kept Black students from having full access to public higher education that was readily available for White students (Gasman & Hilton, 2012). The policy of separate but equal educational institutions for Black and White students was upheld in the 1896 legal ruling of *Plessy v. Ferguson*.

Majority of Historically Black Colleges and Universities (HBCUs) were founded around the time of *Plessy V. Ferguson*, after the Civil War and before the Civil Rights Act of 1964 (Gasman & Abiola, 2016). *Plessy v. Ferguson* and the second Morrill Act essentially excluded Black students from being able to enroll in White institutions, which gave them no option except to enroll in HBCUs, even though these institutions were academically inferior to the surrounding White institutions (Gasman & Hilton, 2012). In 1915, the first federal government report on Black education was released. The findings of the report were as follows: three HBCUs were rated “college-grade”, 30 Black institutions were offered some college work, but not on a large enough scale to be considered college-grade, and all Black institutions offering college level work were private except two (Hill, 1985). The next federal survey of Black institutions was completed in 1927 and found a significant increase in offerings for Black students, including 77 institutions offering college level work. A third federal survey conducted in 1942 found that there were comparable options for Black and White students in undergraduate education, but that

there was a large disparity in the graduate education options between White and Black institutions (Hill, 1985).

In multiple cases, Black students completed their undergraduate education and met all admissions criteria for graduate study at White institutions, but were denied admission on the basis of race. In several of these cases, the student appealed to the Supreme Court of the state, and the United States Supreme Court. Multiple students were told they should be admitted to the White institutions only for the states to establish separate graduate education for Black students, instead of integrating their White institutions (Gasman & Hilton, 2012; Johnson, Cobb Roberts, Schircliffe, 2007).

Florida's first institutions of higher education were both established in 1851 as seminaries. These seminaries would eventually become Florida State University, and the flagship institution of the state of Florida, the University of Florida. In 1862, the United States Congress passed the first Morrill Act. This legislation granted land to states for the purpose of establishing public higher education. Florida's first Black college, the State College for Colored Students, was opened in 1887 and eventually became Florida Agricultural & Mechanical College (FAMC), which is now Florida Agricultural & Mechanical University, (FAMU) (Johnson, et al., 2007).

The second Morrill Act was approved by Congress in 1890, granting states land to use for colleges to educate Black students. While this act did allow more opportunities for Black students to attend higher education, it presented a significant issue of perpetuating the separate but equal standard of education and allowed White institutions to continue denying admission to Black students. While "separate but equal" was the excuse to continue discrimination and segregation in education, it was not the reality for higher education in Florida. Available budget

records from the 1920s show the state government unequally funded segregated higher education institutions in Florida, giving significantly increased funds to the University of Florida, but did not increase funds to the State College for Colored Students (Johnson, Cobb Roberts, Schircliffe, 2007).

In 1944, the Servicemen's Readjustment Act (commonly known as the G.I. Bill) was passed by Congress, providing funding for higher education to individuals returning from war and seeking higher education. This act significantly increased the number of Black men enrolling in higher education in America (Cuyjet, Howard-Hamilton & Cooper, 2011). As Black enrollment increased, so did the number of Black students qualified for and seeking higher education beyond a Bachelor's degree. At White institutions in Florida, not all students seeking further education were able to enroll. In 1949, Hawkins (a Black male student) applied for admission at University of Florida (UF) law school. Hawkins met all qualifications for admission except that he was Black. The governing body of higher education in the state of Florida at the time, The Florida Board of Control (The Board) was involved in mediating this case. The Board denied Hawkins admission to the University of Florida (UF), and instead gave permission for FAMC to open their own law school. Hawkins appealed the decision and the case elevated to the State Supreme Court and the United States Supreme Court. During the appeals processes, *Brown v. Board of Education of Topeka, Kansas* was decided (1954), which struck down "separate but equal" as unconstitutional. After this decision, *Hawkins v. Board of Control* continued for another two years, with the final ruling coming in 1956. The final ruling stated UF must admit Hawkins if he met all other application requirements (Johnson, Onwuegbuzie, & Turner, 2007). In 1960, a third state institution was created in Florida, the University of South

Florida (USF). USF was not established as a Black college, but was more lenient in allowing admission for Black students than UF or FSU (Johnson et al., 2007).

The Civil Rights Act of 1964 called for an end to admission discrimination based on race at all federally funded institutions, nationwide (Cuyjet et al., 2011). Florida was one of many states to not immediately implement civil rights as related to higher education. In 1965, over a decade after the passing of *Brown v. Board of Education*, UF and the University of Alabama tied for the last state flagship institutions in the country to admit a Black undergraduate student (Johnson et al., 2007). While Florida was home to one of the last institutions to admit a Black undergraduate student, the refusal to comply with *Brown v. Board of Education* was common in southern states (Taylor, 1999).

47 years after UF admitted its' first Black undergraduate student, in 1999, Florida Governor Jeb Bush signed the One Florida Initiative. This initiative ended affirmative action and race quotas as a factor in admissions decisions to higher education institutions in the state of Florida (Hilton, Gasman, & Wood, 2013). After one year of implementation, UF saw a 45% decline in Black student enrollment (Cross & Slater, 2003).

The One Florida Initiative also created the Talented Twenty program. This program created automatic admission into one of the Florida State University System institutions to high school graduates in the top 20% of their graduating class (Blume & Long, 2014). The guarantee of admission was to an institution within the State University System, not to a specific institution, and does not allow for student choice in institution. Implementation of this program proved not to have an impact on minority student enrollment in colleges and to mostly positively impact White students (Ubiles, 2012).

Black students enrolled at Predominantly White Institutions (PWI) face challenges that differ from their White peers, many of these stemming from being minorities at their institution, and being relatively newly accepted into these institutions. Current literature shows the most pertinent issues negatively impacting Black students at White institutions are related to stereotypes, alienation, and isolation (Harper, Davis, McGowan, Ingram, Jones & Platt, 2011; Givens, 2016).

Black students commonly name racist stereotypes as one of the factors that make them feel uncomfortable on their PWI campuses (Strayhorn, 2013). Black students state racist stereotypes are present in all facets of their on-campus experience, including their on-campus employment (Harper et al., 2011). A common stereotype reported by Black students is being perceived as incompetent by White supervisors, which lead to students feeling pressured to work harder than White peers to gain supervisor approval. Students also reported supervisors and peers reacting noticeably surprised when they contributed something intelligent and meaningful to a group discussion. Other common stereotypes perceived by Black students at White institutions include White students believing: all Black students are in gangs, Black students would know where to buy drugs, and Black students only being at the institution due to affirmative action, rather than merit (Harper et al., 2011).

Another issue currently facing Black college students at PWIs is onlyness. Onlyness is defined as the “psychoemotional burden” created by being one of few colleagues, mentors, and peers of the same racial identity as the student attempts to navigate a “racially politicized” culture, such as a college campus (Harper et al., 2011). Black students state onlyness impacts them at work on campus because their peers and supervisors are mostly White. Black students reported not believing staffs would become diverse until the leadership positions were more

inclusive. Additionally, Black students can find it easier to connect with their Black supervisors (when they have them), because these supervisors can advise them from a familiar perspective and experiences. However, when Black supervisors leave, students noted a turnover of their Black peers as well (Harper et al., 2011). The burden of oneliness is not only felt in work environments, but also in the classroom. Black students express being “tired” of being the only person that looks like them in their classrooms (Giuffrida and Douthit, 2010). Additionally, Black students find it difficult to find mentors when they don’t have many Black supervisors or faculty members (Dortch & Patel, 2017).

Oneliness breeds another challenge, known as the “invisible tax”. The invisible tax is the burden of being the only representative of all Black people in a space or environment. When they are the only Black person, students report feeling that they are expected to be all knowing about all Black people, or represent all Black people (Givens, 2016; Slay, 2017). The issues of loneliness and the invisible tax are only applicable to minority students and do not impact White peers at PWIs.

One of the ways Black students can combat the feelings of oneliness and pressures of racism is by being involved on campus, especially in Black student organizations (Solorzano, Ceja, & Yosso, 2000). Participation in Black organizations gives students a space where they don’t have to be concerned that their behaviors will be judged as an example of a stereotype (Guiffreda & Douthit, 2010). When stereotype threat is not present, Black students can fully participate in these organizations and their true selves, without having to be concerned about negative perceptions (Guiffreda & Douthit, 2010). On a campus where Black students feel most comfortable and safe to be themselves in Black student organizations, Black students may only participate in activities that are specifically culturally based or labeled “Black” or “African

American”. When these organizations for Black students specifically do not exist, for example, study abroad, this may have a negative impact on Black student participation.

Student Decision Making Processes

This study will explore how Black students make decisions about study abroad participation. This section of the literature review will discuss how students make decisions about study abroad participation, including how the Theory of Planned Behavior (TPB) relates to student decision making and what factors related to study abroad may disproportionately impact Black students.

As stated by TPB, beliefs and attitudes shape intentions, which influence behavior. Decisions are made based on behavioral beliefs, normative beliefs, and control beliefs (Schnusenberg et al., 2012). Perceived behavioral control also impacts behavior. Perceived behavioral control relates to how difficult or easy a person believes a task to be (Ajzen, 1991). Perceived behavioral control is closely related to Albert Bandura’s concept of perceived self-efficacy. Bandura’s concept simplified states people who believe they can accomplish a task are more likely to accomplish it than those who believe they cannot (Ajzen, 1991).

TPB has been applied to attempt to understand how students make decisions related to study abroad. In a study applying TPB to student intention to study abroad, students’ behavioral, normative, and control beliefs all had positive relationships to students’ intention to study abroad (Schnusenberg, et al., 2012). Findings of Schnusenberg et al.’s study did not give student demographic data, and as previously discussed, students of different demographics have different experiences at the university, which can impact their decision making in all aspects, including study abroad participation.

Research on how students make decisions about study abroad programs exists in limited capacities and typically does not include differences in student demographics. At least one study compared students who chose to study abroad to students who chose not to study abroad. Students who did participate in study abroad stated their reasons for participating included seeing the future benefits of participation, having a long desire to study abroad, and their discussion of study abroad with others (Spiering & Erickson, 2006). For those who initially showed interest in study abroad by attending an information session but did not participate in a study abroad program, reasons for their decision included unspecified “barriers” in the process and study abroad not fitting within their intended plan of study. In this study, the factors identified as most important for choosing not to study abroad were the factors ranked as least important by students who did participate in study abroad (Spiering & Erickson, 2006). Finances are typically seen as the most prominent barrier between students and study abroad participation, however this study shows that other factors were more prominent, as majority of respondents from both groups stated that despite the high cost, study abroad was worth exploring (Spiering & Erickson, 2006).

Studies related to general study abroad decisions report “financial constraints, educational and career aspirations, individual attitudes, societal values, and personal beliefs” all impact student decisions about study abroad participation (Salisbury, Paulsen, & Pascarella, 2010). However, there is very little research about how multiple factors of a students’ experience interact to influence decision making about study abroad participation. Additionally, there is little diversity in researchers publishing on this topic. Current literature reflects Salisbury, Paulsen, and Pascarella as the most prominent researchers in this area. Salisbury et al. cite several common reasons related to minority students choosing not to study abroad, including: family concerns and pressure, fears of racism abroad, lack of minority faculty leading

study abroad programs, and perceptions that minority students are not interested in study abroad programs. However, the researchers also state that these reasons are typically found in research after the study abroad program is complete and may be attributed to things students notice when while on their program or after their return and not truly related to the decision-making process (Salisbury et al., 2010). The current study intends to contribute to literature related to student decisions about participation in study abroad with an overall goal of contributing to increasing Black student participation to closer reflect their overall enrollment, similar to other minority group peers.

Salisbury et al. found Black students to have different key influencing factors related to studying abroad than their White peers. Black students who intended to attend graduate school tended to have higher intentions to participate in study abroad programs. Campus involvement was also positively related to study abroad participation of Black students (Salisbury et al., 2010). As discussed in the previous section, Black students have barriers to campus involvement at PWIs, which may be adversely affecting their intention to participate in study abroad.

Black Student Experiences in Study Abroad

According to the Theory of Planned Behavior (TPB), two important factors contributing to intentions and eventually to decision making are attitudes towards behavior and subjective norms (Ajzen, 1991). According to this theory, when considering study abroad as the action, students take into consideration how they feel about study abroad, based on what they already know about study abroad, and they consider how their peers feel about them participating in study abroad programs. According to previously reviewed literature and Critical Race Theory (CRT), Black students do not have the same experiences in higher education, especially at PWIs

as their White peers. For Black students, what they understand of study abroad and how their peers react to them participating in study abroad may differ from White students and can contribute to their decision making. Due to the impact of the interaction of these factors and theories, it is important to understand the experiences of Black students who do participate in study abroad programs.

One of the reasons cited in literature for Black students not to study abroad is fear of racism abroad (Salisbury, et al., 2010). Current research confirms that Black students who have participated in study abroad programs have often felt that they were treated differently than their peers. Black females specifically express hearing microaggressions and sexual remarks pointedly regarding their skin color during their study abroad programs, which they indicated was an increase from these types of remarks at home in the United States (Willis, 2015; Talburt & Stewart, 2002). Black students have also noted that the perceptions of Black Americans in other countries are shaped by pop culture which often portrays Black people as “athletes, rappers, or degenerates” (Goldoni, 2017). Additionally, Black students studying abroad in Europe (one of the top study abroad destinations amongst American students) reported their White peers having an easier time of blending in with locals while Black students stood out as foreign (Talburt & Stewart, 2002).

When Black students do participate in study abroad programs from PWIs, they are often the only or one of few Black students. Students have reported feeling isolated from their peers and intentionally being left out of activities by their peers (Willis, 2015). However, Black students who had other Black peers felt more comfortable traveling, especially Black female students (Willis, 2015).

Conceptual Framework

This study is guided by a conceptual framework, comprised of three theories. Combining theories is useful for this study because it provides the most comprehensive context for exploring a topic that cannot be viewed through a singular lens. The three theories guiding this research are Critical Race Theory, Theory of Planned Behavior and Astin's I-E-O Model.

Critical Race Theory

The first theory of the conceptual framework guiding this study is Critical Race Theory. Critical Race Theory (CRT) is a widely-used theory used to address how race and racism impact individuals and society as a whole, especially in America. CRT has five tenets, which include centrality of race and racism, centrality of experiential knowledge, commitment to social justice, challenge to the dominant ideology, and the intersectionality of racial oppression with other forms of subordination (Solorzano & Yosso, 2001). CRT is one way to address the racialized, classed, and gendered experiences of individuals within society and educational institutions. Through CRT, individuals who have experienced racism hear others' stories, allowing them to find community and their own voices to share their experiences (Ladson-Billings and Tate, 1995).

CRT is related to the Africentrism (also cited as Afrocentrism) worldview, in that both ideas suggest people of color need theories and worldviews specific to them because their experiences are significantly different from their White peers. Africentrism and CRT both embrace the values of community, inclusion, and collaboration. However, CRT is specific to racism as it exists in the United States and Africentrism focuses on the world, without being limited to the United States (Closson, 2010).

CRT addresses racism as a normal occurrence rather than an anomaly in society (Ladson-Billings & Tate, 1995, Ladson-Billings, 1998, Dixson & Rousseau, 2005). One of the key tenets of CRT is challenge to the dominant ideology, which can be accomplished through storytelling, also called counter storytelling or creating a counternarrative. Storytelling is crucial for helping non-minority individuals understand how racism impacts minority individuals because it allows students to share their experiences with racism with peers who may never have experienced it. According to CRT scholars, storytelling and narratives are the most effective ways for underrepresented individuals to share their experiences with majority peers (Delgado & Stefancic, 2001).

CRT storytelling helps disrupt the White narrative and worldview of higher education being the great equalizer and the pathway to success for individuals who work hard (Patton, 2016). This accepted perspective erases the experiences of underrepresented populations seeking higher education (Patton, 2016). Higher education itself is rooted in racism, which can still be felt on campuses today. Examples of this racism include buildings and schools named after historical figures who were known slave owners or perpetuated racism in their careers, especially as lawmakers and leaders. Harvard is widely known for its large endowment, but is not critiqued for establishing the original sum of the endowment through slavery and the benefits of slavery. Harvard has not made steps towards acknowledging this fact or attempting to make right their involvement in the continuance of slavery (Patton, 2016).

Additionally, racism can be felt on campuses by use of the word diversity. Often, the term “diversity” is used as a buzzword, but can often mean there is a minimal amount of diverse literature or worldviews covered in a course or program. This is harmful as it allows faculty members to continue teaching curriculums that are most suitable for White students as they

incorporate all or mostly literature written by White authors without regard for other perspectives and worldviews (Patton, 2016; Ladson-Billings & Tate, 2000).

In a 2012 study, researcher Shaun Harper completed an analysis of articles published in well-known higher education journals, focusing on articles specifically related to campus racial climates, experiences of minority students at PWIs, studies comparing HBCUs to PWIs, and studies comparing differences between White students and their minority peers. Harper found standard language used in these articles typically did not directly address racism as a factor impacting Black individuals and used veiled language instead of the direct terms “racism” and/or “racist”. This coincides with the first tenant of Critical Race Theory, that racism is a standard so ingrained in society that it is often not directly addressed or noticed. Additionally, Harper found that researchers using Critical Race Theory as a conceptual framework were more likely to address racism in a forward manner and use the terms “racism” and “racist” when describing their findings (Harper, 2012). When Critical Race Theory is used as conceptual framework for a research study, it allows the researcher to openly discuss racism and provide a clearer picture of results by directly addressing racism rather than using “semantic substitutes”. Harper found that the researchers who used Critical Race Theory as a framework could accurately identify behaviors such as racially disparaging terms and racially offensive jokes as racist when analyzing their data, and could show racism as a common theme in their participant experiences. Not using the terms racist and racism prevents the coding of common themes that may exist within data, but are not being directly addressed by the researcher.

For the study, Critical Race Theory is used in the conceptual framework to open the dialogue and discussion between participant and researcher, allowing participant permission to address racism if and as it relates to their experiences. Additionally, analysis of the data can

directly address racism should it come up in the participant experiences. One of the benefits of allowing race to come forward as a central issue in analysis is that it challenges the stereotypes that Black students have different experiences from their White peers because of their culture and poverty (McCoy & Rodricks, 2015).

Counternarratives (also called counterstories) are important elements of Critical Race Theory. Counternarratives are constructed by sharing the experiences of minority people to challenge commonly accepted ideas formed by a majority group about a minority group (Harper, 2009; Solorzano & Yosso, 2001). Additionally, counternarratives tell the stories of minority people, in an environment where their stories are not commonly told. An example of counternarratives is demonstrated in a 2009 study by Harper who used counternarratives to portray data from interviews with Black male students from 30 different PWIs. Harper found that many participants had experienced racism at their institutions as well as what Harper refers to as “niggering”. Harper defines “niggering” as White people’s belief that all Black people are the same, and refusal to see Black people, especially men as individuals with various cultural backgrounds (Harper, 2009). In presenting the data, Harper created a counternarrative which tells the story of student experiences as they were truly lived by the minority students, rather than as they were perceived by the majority groups at their institution. In the study, counternarratives will offer a voice to a specific set of students who are a minority at their institutions and whose stories and experiences may not be given equal consideration with the stories and experiences of their majority group peers.

Another example of Critical Race Theory in research on Black college students is McCoy’s 2014 study of first-generation students of color transitioning into an “EPWI”, Extreme Predominantly White Institution. McCoy defines EPWIs as institutions where: people of color

are excessively underrepresented at student, faculty, and administration levels, exclusionary policies and racist history exist, the population of the local community is over 90% White, there are limited to no dedicated resources and spaces for students of color, and there are little to no communities of people of color (McCoy, 2014).

McCoy's study specifically engaged students who are transitioning to an EPWI from urban areas that are racially diverse. McCoy found the following common experiences between his participants: high familial expectations and influence, a challenging admissions process, a difficult transition into the institution, and culture shock upon arrival to the institution (McCoy, 2014). By presenting the findings of his research, McCoy creates counternarratives as he is telling the stories of a group of students who are often overlooked or not heard from in this environment. Especially important for PWIs, counternarratives create opportunities to broaden the perspectives that are considered in an institution. In the study, the researcher provides a new perspective with the intent to broaden the views of study abroad administrators to consider the experiences of Black students.

Theory of Planned Behavior

The second theory used to make up the conceptual framework for this study is Ajzen and Ajzen and Fishbein's Theory of Planned Behavior. The Theory of Planned Behavior (TPB) aims to not only predicts human behavior, but also explain it (Ajzen, 1991). TPB states that beliefs and attitudes influence intentions which shape behaviors (Schnusenberg, et al., 2012). TPB also states that perceived behavioral control and behavioral intention can be used to predict behavioral achievement. Behavioral control is the term used to express how much control the individual believes they have over the behavior. This theory is also closely related to Bandura's

self-efficacy theory, stating that individuals can accomplish tasks to the degree which they believe in their ability to accomplish them (Ajzen, 1991). The direct relationship between perceived behavioral control and behavioral achievement is dependent on the individual's understanding of the task in question and how realistic their perceived behavioral control is. When perceived behavioral control is highly realistic, it is a significant predictor of behavioral achievement (Ajzen, 1991).

To predict intentions, TPB considers three critical factors. The first factor is attitude toward the behavior, which includes if the individual has negative or positive feelings about the behavior and how intense those feelings are. The second factor is subjective norm, which refers to the social pressure and expectations of other to complete an action or not (Ajzen, 1991; Bobbitt & Akers, 2013). The final factor is degree of perceived behavioral control, which includes the perceived level of difficulty with the behavior, and past experiences as well as anticipated barriers to performing the behavior (Ajzen, 1991). Behavioral intentions combined with perceived behavioral control can also account for variance in behavior (Ajzen, 1991). The fundamental statement of TPB is that beliefs create attitudes and the combination of those influence intentions which lead to behavior (Goel, de Jong, & Schnusenberg, 2010).

A 2010 study conducted at a public, liberal arts undergraduate institution utilized the Theory of Planned Behavior (TPB) to determine if TPB is an appropriate model for measuring student intent to study abroad. In this study, researchers found TPB to be an accurate model to describe the factors students use to consider risks and benefits of participating in study abroad. The study yielded the following results, which were all predicted by researchers based on TPB theory: "...students' behavior belief combined with the outcome evaluation influences their attitude toward intentions to studying abroad", "students' subjective norm was significantly

influenced by normative beliefs and motivation to comply”, and “students’ perceived facilitators and control beliefs influence their perceived behavior control” (Presley, Damron-Martinez, & Zhang, 2010). Individual factors considered in study abroad decision making were also studied, with the most significant factors being exposure to new and fun experiences, encountering a new culture, new professional opportunities, personal development, financial concerns, and personal health and safety concerns (Presley, et al., 2010). This study provides context on how TPB fits into the conceptual framework of the study. Combining TPB with Critical Race Theory and the Input-Environment-Outcome Model allows the researcher to provide a more complete understanding of if and how racial identity can impact study abroad participation.

Other researchers have expanded on Presley et al.’s 2010 study in using TPB to determine factors influencing intent to study abroad. In 2010, Goel, de Jong, and Schnusenberg found behavioral beliefs to be the most significant factors related to participating in study abroad. This research contradicts previous research which stated that family support, cost, and academic support were the most critical elements of study abroad participation. When behavioral beliefs are considered, other factors are not as impactful. This study also showed that personality traits (conscientiousness, openness to experience, and extraversion) have different influences on beliefs about study abroad. The extent of influence of specific traits on specific behaviors varies by individual (Goel, de Jong & Schnusenberg, 2010).

Zhuang, King, and Carnes (2015) had similar findings to Goel et al (2010). Zhuang et al found that behavioral belief has a more significant influence than subjective and control belief when related to students’ perceived value (Zhuang, King, & Carnes, 2015). This finding indicates “behavioral beliefs first lead to perceived value; and then perceived value leads to influence intention to study abroad” (Zhuang et al., 2015). This study contradicts Presley et al.’s

findings that all three types of beliefs have the same influence on study abroad intentions, by finding behavioral beliefs to have the most significant impact on perceived value which then shapes intentions to study abroad. The final two studies related to the TPB contribute to the overall conceptual framework of the study by suggesting that some factors are more impactful than others when students make decisions about study abroad participation. Additionally, the final study further investigates how decision making can be individualized even when other factors are similar. This aligns with the study and the concept of counternarratives allowing for individual stories to be told rather than leaning on dominant ideas or stereotypes.

Input-Environment-Output Model

The final theory of the conceptual framework guiding this study is Astin's Input-Environment-Output (I-E-O) Model. The I-E-O model can be utilized as an assessment to determine the impact of environmental factors and programming efforts on student outcomes, while also taking into consideration the characteristics students bring with them to college (Astin 1993; Flowers, 2003). The I-E-O Model considers educational outcomes to be a result of prior experiences (inputs) and college experiences (environments) (Gayles, Rockenbach, & Davis, 2012). The I-E-O model states inputs and environments can have independent and compounding effects on outputs (Strayhorn, 2012). Because of the integration of pre-college experiences on outcomes, the I-E-O Model is a fit for the study. For the study, the I-E-O Model will be used to frame findings from the data after it is collected to compare how pre-college and on-campus experiences impact study abroad participation.

The I-E-O Model describes input as the characteristics a student brings with them to college (Astin, 1993). Inputs are critical to assessment because they are always related to

outcomes and typically related to environments (Astin & Antonio, 2012). Astin & Antonio recognized two broad categories of student inputs: fixed inputs, or demographic inputs such as gender, race, immigrant status, religion, etc. and flexible characteristic inputs that are more likely to change over time. Flexible characteristics can be organized into six subcategories, self-reported by students: cognitive functioning (standardized test scores, grade point average), aspirations and expectations (career field of choice, degree aspirations), self-ratings (emotional health, leadership, various abilities, etc.), values and attitudes (ratings on social, religion and social, and educational issues), behavioral patterns (rating on how often students participate in various types of behaviors, including smoke cigarettes, feel overwhelmed, tutor their peers, or participate in religious services, amongst others), and educational background characteristics (year of high school graduation, years taken of specific subjects, previous college courses taken, etc.) (Astin & Antonio, 2012).

Environment is defined as the institution specific programs, administrators, policies, instructors and peers that a student experiences which can have an impact on outcomes (Astin & Antonio, 2012). Physical facilities and social and institutional climates are also considered to be part of a student's environment. Astin & Antonio differentiate between two types of environmental influences: between-institution environmental variables and within-institution environmental variables. Between-institution variables are true of an entire institution, would impact all students, and include admissions criteria, enrollment numbers, control type (public or private), levels of degrees offered, and racial diversity of student population. Within-institution environmental variables are factors that only impact the specific group of students exposed to them, such as attributes of the student's significant groups including roommates and close

friends, participation in specific programs at the institution like study abroad or honors programs, and participation in co-curricular activities (Astin & Antonio, 2012).

Outcome is used to explain traits students exhibit after their experience in the environment, or the aspects of a student's experience the institution is attempting to influence (Astin, 1993; Astin & Antonio, 2012). Astin and Antonio describe two types of student outcomes: cognitive and affective. Cognitive outcomes are related to higher level processing, reasoning, and logic and are most closely related to outcomes assessed by faculty members and administrators. Affective outcomes are related to a student's feelings, relationships, values, and beliefs, attributes that typically appear in institutional mission statements (Astin & Antonio, 2012). Cognitive and affective outcomes are both further categorized into two types of data, psychological and behavioral. Psychological cognitive outcomes include academic ability and achievement. Psychological affective outcomes include values, attitudes, and beliefs. Behavioral cognitive outcomes include awards and degree completion. Behavioral affective outcomes include leadership, hobbies, and interpersonal relationships (Astin & Antonio, 2012).

The I-E-O Model differs from other educational assessment models because it considers student inputs. Additionally, student inputs can affect both the environment and outputs, so inputs also have an impact on the relationship between environments and outcomes (Astin & Antonio, 2012). Figure 1 below demonstrates the I-E-O Model in terms of the study.

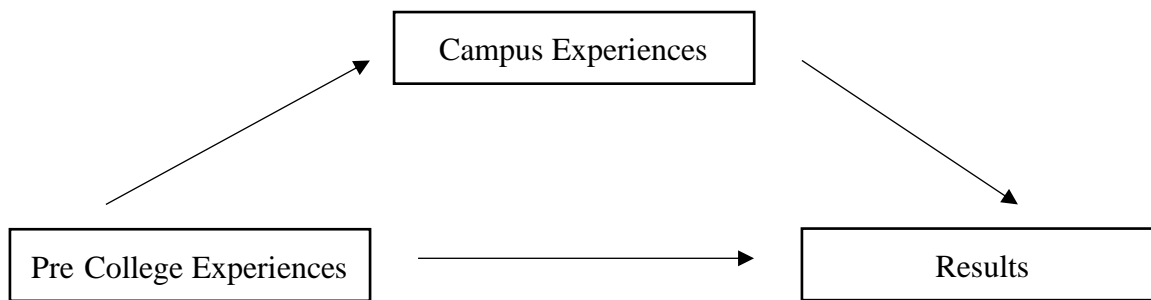


Figure 1, Modified version of Astin’s I-E-O Model.

Applying the I-E-O Model to the study provides a foundation for understanding the beliefs and attitudes students bring into college with them and how those factors combined with campus experiences influence student decisions to study abroad. In combining the I-E-O Model with Critical Race Theory and the Theory of Planned Behavior, the study seeks to provide insight on how the pre-college and college experiences of Black students influence their decisions to study abroad.

Summary

This chapter provided context to the study by sharing the historical challenges of Black students in higher education in America, including how this history has a lasting and pervasive influence on Black students and higher education today. Next, this chapter introduced the student decision making process, including literature specifically relating to Black students’ decisions about study abroad. This chapter also provided an overview of literature detailing Black student experiences in study abroad programs. Finally, this chapter provided an outline of the conceptual framework guiding the study, which includes Critical Race Theory, the Theory of Planned Behavior, and Input-Environment-Output Model. This chapter provided a foundation for

understanding how the study population experiences higher education and how this can impact their decisions and experiences, especially as it relates to study abroad participation.

CHAPTER THREE: METHODOLOGY

Organization of Chapter

This chapter provides an overview of the methodology proposed for the current study. The purpose of this case study is to understand the factors influencing decisions to study abroad by Black students at Predominantly White Institutions (PWIs). Even after the 1954 ruling in *Brown v. Board of Education* which struck down “separate but equal”, some White institutions would not accept Black students for up to 10 years (Johnson et al., 2007). Exclusion from PWIs for most of the existence of higher education in America has contributed to various barriers to equity on campus including racism, stereotypes, and “onlyness” (Strayhorn, 2013; Harper, et al., 2011; Givens, 2016). Black students participation in study abroad currently does not reflect overall enrollment in higher education, as it does for other minority groups (National Center for Education Statistics, 2017, Institute of International Education, 2017). Current literature about study abroad focuses on a deficit approach of why students do not participate in study abroad, but does not give significant space to understanding why students do choose to study abroad. Additionally, very little research exists to explain how racial identity influences students and their decision making related to study abroad. This chapter will provide the methodology used for this study, including research design, research methods, research questions, interview protocol, and study limitations.

Research Questions

A review of the literature reveals a gap related to Black students studying abroad from PWIs. Using a case study method of research, the study aims to aid in filling this gap. The research questions guiding this study are:

1. How do storytelling and counternarratives influence Black student study abroad participation?
2. What beliefs and attitudes do Black students have about study abroad participation?
3. How do pre-college and college experience influence Black student study abroad participation?

Rationale for Qualitative Research

The research design for this study is qualitative research. Qualitative research is typically the research method for areas where the researcher is generating empirical knowledge about an area where context is essential to understanding (Thorne, 2016). Qualitative research is the appropriate design for this study due to the nature of the subject, because it necessitates a deeper understanding of the student perspective of their experience, including thoughts, values, beliefs, and feelings. As stated in the conceptual framework for this study, the context of student experiences matter and can have an influence on their decision making. In order to best understand context around experience, in-person interviews will be used in this study. The most thorough method to discovering contextual information is through face-to-face interaction with research participants (Marshall & Rossman, 2016).

Design Strategy

The design strategy leading the proposed research will be case study. Case studies are used in research when the purpose of the study is to gain deep understanding of an experience and the context around it (Johnson & Christensen, 2014). Case studies provide rich and deep data not used to generalize experiences but to construct knowledge sensitive to its environment (Marshall & Rossman, 2016). Additionally, case study research is an appropriate research method to be used when the researcher is interested in answering questions beginning with “why”, especially in the context of current events and when the actions of the participants will not be manipulated by the researcher (Yin, 2018). Case study design is also used when a researcher is attempting to gain insight into decisions, including why they were made, how they were acted upon, and what the results are (Schramm, 1971). Another reason to use a case study research design is that context is crucial in case study research (Bartlett & Vavrus, 2017).

Study Sample

The sample for this study includes students who identify as Black, African-American, Afro-Caribbean, or African from an institution where majority of the student population identifies as White. The participants for the study all participated in a study abroad program advertised or partnered with the university, not an independent entity. Participants in the sample were recruited by faculty or staff members within their current or former academic units, using the criteria provided by the researcher. All students in the sample attended the same large, research institution in the Southeastern United States.

Sampling Technique

In qualitative research, it is important to define who will be studied, considering the research questions and focus (Johnson & Christensen, 2014). To ensure that participants match the criteria of the research questions, purposive sampling was used for this study. Purposive sampling is also referred to as criterion-based sampling and allows the researchers to define the characteristics desired in research participants and then ask individuals who meet the criteria to participate in the research. Criteria for this study included: (a) be 18 years of age or older, (b) have participated in a study abroad program through the sample site institution, and (c) self-identify as Black, African-American, Afro-Caribbean, or African. To participate in this study, individuals must have met all three criteria. Participants in this study were invited to participate by faculty or staff members from their current or former academic units, based meeting all criteria set by the researcher.

Study Site

The study will take place on a single university campus. The institution is a large, public research institution in the Southeastern United States. The institution enrolls over 50,000 undergraduate students and grants bachelors, masters, and doctoral degrees. During the academic year 2018-2019, the student enrollment was 47.8% White, 26% Hispanic/Latino, and 11% Black. The study site is an institution where the largest racial identity group is White, but no racial identity group comprises more than 50% of the population and Black students are a minority group.

Data Collection and Management Plan

After Institutional Review Board (IRB) approval and participant selection, the researcher began the study. Due to the COVID-19 pandemic, all semi-structured individual interviews were conducted via zoom, instead of in person. Conducting interviews via zoom was permissible by IRB in order to comply with COVID-19 safety and social distance procedures.

Interviews

The method of data collection for this study is individual semi-structured interviews. Individual interviews allow participants to speak freely and privately with the researcher. Specifically, the interviews for this study are semi-structured interviews. This type of interview allows the researcher to modify, change, and adapt interview questions as necessary throughout the interview. This type of interviewing also means the researcher may reach out to past participants if new questions emerge with a later participant (Glesne, 1999).

Qualitative research interviews can also be called in-depth interviews. In-depth interviews allow for a conversational exchange between the researcher and participant. The data collected is driven by the participant and allows them to frame the data through their own lens of experience (Marshall & Rossman, 1995). For interviews to be effective and generate data necessary for the study and analysis, the researcher must gain insight into the true experiences, opinions, thoughts, viewpoints, and feelings (de la Croix, Barrett, & Stenfors, 2018).

In these interviews, it is important for the interviewer to assure the participant that their input is helpful to the research (Marshall & Rossman, 1995). One of the most important aspects of a meaningful interview to generate rich data is to build rapport with the participant and to make them feel comfortable to share their genuine experiences and feelings. The researcher built

the rapport necessary to collect accurate and complete data by listening to the participants and attempting to discover what they feel to be most important in sharing their stories (de la Croix, Barrett & Stenfors, 2018). High quality interview data comes from interviews where all the above elements are implemented, and the researcher builds appropriate rapport with their participants, which results in a conversation where the participants elaborate on experiences and clarify and/or correct researcher interpretations (Thorne, 2016).

To yield highest quality data from the interviews, the researcher adopted a learner stance, meaning the participants are the experts on the content of the interviews; their own experiences (Thorne, 2016; Knapik, 2006). The researcher was an active listener and facilitator, rather than a subject matter expert. In this style of interviewing, the researcher is not the ultimate authority on the subject, and the participant is giving meaning to their own experiences. When/if the researcher needed to share to move the conversation and interview, the researcher made an effort to notice their own positionality on a subject and to pay attention to how their statements impact the interaction with the participant (Thorne, 2016; Knapik, 2006).

Interview Protocol

The data collection method for the study is semi-structured individual interviews. Each participant in this study was interviewed once by the researcher. Each participant had the opportunity to review and share feedback on their individual profiles, constructed by the researcher from the information shared in the interviews. Interviews were semi-structured, providing guidance to the interview from the researcher, and allowing the researcher to ask additional or follow up questions as necessary. The questions guiding the interviews can be found in Appendix A of this study.

Data Analysis

Data from this study was analyzed by coding. Specifically, open coding was used for the data analysis in this study. Open coding is a process where the researcher reviews data line-by-line to identify and categorize recurring ideas. This allows basic concepts to emerge and be identified, be characterized by their structures, and be sorted into themes (Thorne, 2016). Coding also allows for the researcher to create connections between participant stories and relational categories within the data (Glesne, 1999).

The specific method of coding used in the data analysis for this study was Colaizzi's method, which consists of seven steps. The first step is for the researcher to thoroughly read all responses to have a true understanding of the data. This step was completed by listening to interviews multiple times to create verbatim transcripts of each interview which were also reviewed multiple times. Next, the researcher determined which statements were most significant and extracted them from each response. This step was accomplished by reviewing the data and underlining statements that stood out as especially relevant to the research questions. The third step is to make meaning from the responses, which the researcher completed by identifying main ideas within direct quotes from the participants. The researcher repeated the previous three steps for all responses and then completed step four by organizing the meanings into themes. After results were categorized into themes, the researcher followed step five by creating "exhaustive descriptions" in the narrative form of participant profiles. Following completion of the exhaustive description, step six includes reducing data to eliminate redundant statements and present only the foundational elements of the research. This step was completed by the writing of the findings per research question. Finally, the data is sent to research participants to confirm that the findings match the experiences of the participant (Colaizzi, 1978;

Sanders, 2003; Edward & Welch, 2011). Participants from this study were given one week to share their feedback and confirm the researcher's understanding of their experiences was accurate. Four of the five participants responded that they did not have any feedback to provide on the content of their participant profiles, and one participant did not respond. Table 1 relates research questions, data collection method, justifications for the data collection method, and analysis method.

Data Collection and Analysis Procedures by Research Question

Table 1

Data Collection and Analysis Procedures by Research Question

Research Questions	Data Collection Method	Justification	Analysis Method
1. How do storytelling and counternarratives influence Black student study abroad participation?	Individual semi-structured interviews (Questions 3, 7)	Interviews allow researchers to understand experiences when they cannot be directly observed (Creswell, 2014)	Open Coding to recognize patterns and themes common to multiple participants.
2. What beliefs and attitudes do Black students have about study abroad participation?	Individual semi-structured interviews (Questions 4, 7)	Interviews allow researchers to understand experiences when they cannot be directly observed (Creswell, 2014)	Open Coding to recognize patterns and themes common to multiple participants.
3. How do pre-college and college experiences influence Black student study abroad participation?	Individual semi-structured interviews (Questions 1, 2, 5, 6, 7)	Interviews allow researchers to understand experiences when they cannot be directly observed (Creswell, 2014)	Open Coding to recognize patterns and themes common to multiple participants.

After data was collected and themes were identified, the researcher also examined the data using cross-case analysis. Cross-case analysis is a method of data analysis used in case studies to compare the similarities and differences between cases. Cross-case analysis is completed after initial data analysis on each case to ensure that each case is first considered

individually. Cross-case analysis enhances the researcher’s ability to tell the stories of participants and present multiple perspectives within the case (Johnson & Christensen, 2014).

Trustworthiness and Validity

Validity is an important factor in conducting qualitative research. Often, validity is a measure of quality in qualitative research and for research to be valid or high quality, it must be “plausible, credible, trustworthy, and therefore defensible” (Johnson & Christensen, 2014). Some of the well-known and suggested forms of validation are triangulation, reflexivity, external audit, and member checking. Table 2 summarizes the validation strategies used in this research, adapted from Johnson & Christensen’s 2014 publication.

Table 2

Validation Strategies, adapted from Johnson & Christensen

Validation Strategy	Definition & Relation to Current Study
Multiple data sources	Using multiple data sources to understand a topic (multiple individual interviews)
Multiple theoretical perspective	Using multiple theories and perspective to interpret data (Critical Race Theory, Theory of Planned Behavior, Astin’s I-E-O Model)
Member checking	Allowing members to review the notes and discuss the researcher’s interpretations for verification
Triangulation	Checking conclusions with other data to confirm they agree

Institutional Review Board Approval and Consent

Institutional Review Board (IRB) at the host institution approved the researcher to conduct individual interviews with participants. The IRB approval form can be found in Appendix B of this document. Approval for this research was necessary due to the human

subjects involved. The researcher has completed CITI integrity and ethics in research training through the host institution. Participants in this study were invited to the study by a faculty or staff member within their current or former academic unit. Participants were instructed to contact the researcher to participate in the study. Contacting the researcher to participate in the interview implies consent to participate. Before conducting interviews, the researcher provided participants the approved informed consent statement. The email invitation and informed consent letter can be found in Appendix C of this document.

Confidentiality

All participants in the study were granted confidentiality to not have their identities revealed to anyone except the researcher. Participants were each given the opportunity to choose a pseudonym to be used by the researcher to share their experience without divulging their identity. Any information that could be used to identify the participant including specific faculty member names, countries visited, and years of travel were not used in this final document in order to uphold participant confidentiality.

Summary

This study seeks to gain deeper insight into factors influencing Black students from PWIs' decisions about study abroad participation. This chapter includes an overview of the research design and methodology for the study. Research questions as well as the rationale for choosing qualitative research and specifically case study for the research questions are discussed in this chapter. A detailed rationalization for using in-depth interviews as a data collection method for the study are presented in this chapter. The study site, sample, and sampling

technique are defined in this chapter. Data analysis, validity, trustworthiness, and confidentiality are also outlined in this chapter.

CHAPTER FOUR: PARTICIPANT PROFILES AND FINDINGS

Introduction

This chapter includes the narratives of the study abroad alumni who participated in this study. These narratives were constructed by the researcher after individual interviews with each participant. Participants were given the opportunity to review their narratives for accuracy and provide feedback and edits to the researcher. The narratives provide background information about the participants, their familial and educational backgrounds, experiences as a Black student at a PWI, expectations of college and study abroad, and the influential factors related to their decision to study abroad. The answers to the research questions emerged from the individual interviews with questions specifically related to each research question and theory from the conceptual framework of this study.

Due to the nature of the theoretical framework and research questions, answers to research questions and personal narratives are intertwined. Accordingly, the findings to the research questions as related to each participant are present in their individual narratives. The findings to the research questions are also presented per research question, following the individual narratives. Throughout the data analysis, six themes were recurrent with multiple participants: (a) familiarity, (b) finance, (c) family, (d) faculty, (e) fear, and (f) finish. These themes related to each research question and are presented per research question finding and their relationship to each participant are shared in Table 3 in this chapter. Finally, the chapter ends with a summary of the findings of this study.

Participant Overview and Demographics

Participants who met the criteria for this study (over the age of 18, participated in study abroad, self-identify as Black, Afro-Caribbean, African-American, or African) were recruited via an email from faculty and staff members of a singular multidisciplinary college within a large, public, research institution in the southeastern United States. Five Black study abroad alumni participated in this study, four were female and one was male. Participants studied abroad between 2014 and 2019. Two participants studied abroad during their undergraduate careers and three studied abroad during their graduate programs. The participants who studied abroad during graduate programs attended the same PWI for both their undergraduate and graduate education. The participant sample distribution of graduate students to undergraduate students aligns with a study by Salisbury et al. which found Black students with intentions to attend graduate school have higher intentions to study abroad (Salisbury et al., 2010). These participants shared their experiences related to not studying abroad during their undergraduate programs and also choosing to participate as a graduate student. During the research process, each participant chose a pseudonym in order to ensure anonymity in the research findings. The sections below include the educational backgrounds, expectations of higher education at a PWI, experiences as a Black student at a PWI, expectations and thoughts about study abroad, barriers and challenges related to study abroad, and the compounding influences of these factors on the decision to study abroad.

Participant Profile: Gwen

From a young age, Gwen knew that going to college was in her future. Gwen is the daughter and granddaughter of teachers who presented her with educational games as a child,

Gwen grew up loving reading and journaling. Gwen recalls growing up in a rural small town with failing public schools and a mixed population of Black and White students. To attend a more desirable and effective school, Gwen's mother took a position teaching in a neighboring county which allowed Gwen and her sister to attend school in that county, even though that meant commuting 45 minutes each way and the change from knowing their classmates and being well represented at school, to being two of "maybe 50 other Black students", and being taught by majority White teachers.

In high school, Gwen excelled academically, maintaining a high GPA and taking Advanced Placement (AP) classes. Gwen remembers high school teachers explaining the purpose of AP classes as a replacement for general education required classes in college. These statements from teachers paired with the value of education in her home reinforced to Gwen that college was her next step after high school. When it came to choosing a college, Gwen considered the positive experiences shared by teachers who were alumni of the college she attended as well as the schools that were popular with her friend group. Gwen shared that she wasn't knowledgeable about the Historically Black Colleges and Universities (HBCUs) in her home state, likely because most of her friends from her hometown and high school were White and they were applying to other schools.

Gwen moved to college with her sister who she remembers having more of a "familiar circle" with more Black friends. Gwen also made friends in classes who were Black, though she does not think this was intentional and stated that "once I got to college, a PWI is ironically when my circle was completely Black". Gwen also mentioned participating in Black Greek sorority recruitment and creating connections with Black women through that process, but stated that study abroad never came up in her social circles.

Gwen said she knew about study abroad and had heard about friends participating, but didn't think it was an option for her. Gwen shared that finances were a reason for not studying abroad during her undergraduate career. Gwen received financial aid and knew she would collect a refund but felt that she needed to spend that money on her rent or her car. Gwen thought she wouldn't be able to study abroad due to the financial burden it would put on her parents and stated "I think in our culture especially, you feel a lot of pressure to relieve as much burden from our parents,...just because you see the struggle more up front". Gwen continued that financial and familial responsibility is one of the factors that makes a difference for Black students participating in study abroad, stating she thinks there is more pressure and responsibility on Black students because even if they get a financial aid refund, they have to choose between traveling and sending money home to help their parents. In an email to the researcher after the conclusion of the interview, Gwen added more context to this idea. Gwen shared that while "other" students may attend college to network or gain experience, Black students may see college as "an ends to a means". Gwen continued that the perspective on college for Black students may be getting their degrees as quickly as possible, to secure a job where they are paid well so they can financially help their parents or family. Gwen also shared that a good example of this can be seen in NFL players whose first action is to buy a house for their mother. Gwen said that while there may be opportunities to study abroad, while considering reasons for attending college, for Black students, this is a very low priority. She also shared that this financial responsibility for family members paired with a lack of encouragement could be responsible for low participation numbers for Black and other minority students.

Gwen also felt that study abroad was a luxury, not only financially but academically. She stated that she has always been very focused on academics and was not

willing to spend a semester or a summer abroad, which might set her back in finishing her degree. When Gwen did study abroad in graduate school, she found out about the trip via email from her academic department, emailed the faculty member immediately to express interest, and got her leave approved from her boss. Gwen stated that she could participate in graduate school due to having savings, knowing she could have taken a loan, and overall being more financially literate than she was as an undergraduate student. Upon reflection, Gwen stated that she had positive thoughts about study abroad and could have participated in college, but there were many unknowns and “you don’t know what you don’t know”.

Gwen recounts conversations with her grandparents related to her studying abroad and how impactful they were. She stated that her grandparents were very concerned for her safety while studying abroad in South Korea, and that they brought racism, racial tensions, and the need to straighten her hair and look “as racially ambiguous as possible” to the forefront of her mind before she traveled. Gwen also shared that her parents were also fearful for her safety overall and warned her about human trafficking in foreign countries. Gwen also had concerns about traveling outside of the country and mentioned that for White students who may travel internationally with their parents on typical summer vacations, studying abroad may not be as scary because they’re not leaving the country for the first time with strangers. Similarly, Gwen shared that because she hadn’t traveled internationally with her family, she also got her passport specifically to go on this trip when she was over 25 years old.

For Gwen, one of the biggest differences in not studying abroad in her undergraduate career and studying abroad in her graduate program was the encouragement of faculty members. Gwen states that the email recruiting participants was sent by a Black woman and the faculty member leading the trip rotates each year. Gwen’s year, the faculty member happened to

be a Black man which she considers destiny, related to her participation. Additionally, Gwen shared that she does not remember having any Black faculty members or advisors while completing her undergraduate degree, but with the study abroad opportunity in graduate school, she had “people who look like me encouraging this opportunity”. Gwen counts this as a differentiating factor in choosing to study abroad in graduate school because having a Black faculty member lead the trip made her feel more comfortable going.

Participant Profile: Jane

Jane intentionally chose to attend a diverse institution because she wanted to continue having “a diverse group of peers”, as she had in her primary and secondary institutions. However, when she got to college, Jane realized that her friend groups had always included White, Black, Indian, and Spanish peers and were now “mostly African Americans”. Jane attributes this change in her social circle to growing up and having changing interests. Jane recalls always having some knowledge of study abroad, but doesn’t remember if she first heard about it from television, a family member, or her father’s co-worker relaying their own child’s experience. Jane expressed interest in study abroad as early as high school, but due to America being at war, her father was concerned and told her it wasn’t a good time to participate. Jane came to college with a desire to travel and her original career plans included the PeaceCorps, to gain some “international experience”. Being in college and seeing the opportunities available helped Jane realize that she could travel internationally on her own since she was no longer a teenager.

Prior to applying to study abroad, Jane had concerns about how she was going to pay for study abroad because she knew it would be expensive. Jane remembers this being her biggest

concern and feeling nervous about paying for the program. Jane used student loans to pay for her program, but without them she doesn't think she would have been able to cover the costs out of pocket.

Outside of financial concerns, Jane stated that her biggest barrier was “something I created for myself”, related to general fear about participating. Some of Jane's reservations about traveling to a European country included concerns about how she would be treated and how much she would “stick out” in a “predominantly White” country. Jane was aware of study abroad opportunities in African countries but stated that academic major limits the countries students can study in, and “you can't go to countries where you're going to see people that look like you”. Jane also had concerns about if the other people in her group would support her if “something goes wrong” while abroad. Jane recounted being grateful for a safe trip and a “good group”, in which she was the only Black person.

Jane was encouraged to study abroad by a faculty member who taught several of her classes in graduate school. She notes that she had built a positive rapport with the faculty member over a year and a half of taking his classes and that his passion for travel and love for this specific country encouraged her to go on the trip.

Participant Profile: Khaili

Khaili is currently a teacher, but came to college as a Nursing major, inspired by her grandmother who is a retired nurse. Khaili participated in a teacher academy program at her high school and knew she would be an effective teacher, but wasn't sure she wanted to endure the poor treatment and low salaries associated with teaching. After college, Khaili taught at a Title 1 school but after losing a student, chose to move to China, where she currently lives and

teaches. Khaili attributes her international teaching career to her undergraduate study abroad program to Botswana, which introduced her to international travel.

Khaili's primary and secondary education occurred in Title 1 schools, but she was unaware of that classification. In high school, Khaili began learning about HBCUs and had intentions to attend a HBCU in her home state. However, she states she didn't have much direction during high school and due to her high school GPA and graduating top 10 in her class, knew she would be successful at any college. Socioeconomic factors provided Khaili a waiver to apply to 3 colleges, and she chose those 3 based on location and to avoid paying out of state tuition.

Khaili describes her experiences as a Black student at a PWI as "interesting". She said her PWI had their own "mini HBCU in the makes", commonly referred to as "Black (institution name)". Despite this, Khaili still said that there weren't a lot of Black students on campus which made her feel like an outsider. Khaili did feel like she missed out on the culture of attending a HBCU, but has always been "diverse and accepting of other cultures" so she was able to acclimate easily to a PWI.

Khaili did not come to college with intentions to study abroad. She remembers seeing flyers for study abroad in her academic buildings at college and thinking it was cool, but doesn't recall actually being interested in study abroad until a Black male teacher friend posted on social media about his own study abroad program. Seeing a Black friend participating in this specific study abroad program geared towards underrepresented students piqued Khaili's interests, showing that if this friend can be accepted, I probably can too.

The specific study abroad program Khaili and her friend participated in felt unique because it was grant funded and needed a majority of underrepresented students to participate to

fulfill the grant. Khaili remembers feeling surprised about this program because her exposure to study abroad programs was mostly limited to “beautiful places in Europe” and she was “amazed that they were...looking for people who looked like me...”. Khaili also recalls in her interview to participate in the trip and receive the grant funding, feeling as if the staff members involved were surprised that a Black woman was “going to Africa...to help in villages and teach children”.

Receiving the grant to participate in this program made study abroad possible for Khaili. Khaili was confident that she was a good fit for the program and to receive the grant, especially after positive feedback from her interview. Had it not been for the grant, Khaili likely would have “never shown interest” or been able to participate in study abroad due to cost. The grant Khaili received paid for half of her program costs (about \$3,000) and she received other scholarships from financial aid and an outside organization that more than paid for the remainder of her costs.

Khaili’s most significant concern about participating in study abroad was cost. Other concerns included location, length of travel time, and adapting to living, studying, and working in a very remote area. Khaili shared that if she didn’t go on this trip, she wouldn’t have participated in study abroad at all, because this was the only program she had shown interest in and felt like it was a perfect fit for her. Khaili only learned about other study abroad opportunities at her institution after she had been accepted to her program and was applying for scholarships on the study abroad website. Her own unawareness of study abroad options led Khaili to believe that many other students of color may also be unaware of these opportunities. Khaili stated that her program was unique because it was shorter than most programs available at her institution and she didn’t know program existed where students actually went other countries and took classes for an entire semester. Khaili notes that while she had seen flyers about study

abroad in various buildings on campus, professors could have done more to promote the opportunities available. Specifically, Khaili noted that professors have the unique opportunity to encourage study abroad within their academic disciplines, especially at a large institution where the academic colleges are a more “intimate setting”.

Khaili’s perspective on other factors that might have a negative impact on study abroad participation for Black students included feeling like they are more focused on finishing their degrees in order to be paid well and support themselves and their families financially, and the general lack of awareness, especially for those whose families didn’t travel abroad. Khaili notes that she got her passport specifically for this trip and felt that if she had experienced international travel at a younger age, she may have come into college with the intent to study abroad.

Participant Profile: Anaise

Before attending a PWI, Anaise attended multiple type of schools for her K-12 education, including predominantly African American schools, predominantly white schools, and a private Catholic school. Anaise recalls searching for her own community amongst her diverse school populations and intentionally seeking out people who looked like her or shared her experiences. During high school, Anaise dual enrolled at a local PWI where she had a great overall experience. Anaise doesn’t have family members who went to HBCUs, so she didn’t feel any pressure to attend and HBCU over a PWI, and because of her previous experience at a PWI, Anaise felt confident that she could succeed at any institution she chose.

As a full-time college student, Anaise shared that she found community amongst her peers by doing the same intentional seeking out of others who looked like her or shared her experiences. Prior knowledge of study abroad stuck with Anaise and she didn’t feel like being a

Black student at a PWI had an impact on her perception of study abroad because "...I knew that was something I always wanted to do...". Anaise did not study abroad during her undergraduate career because there were no options that aligned with her major.

After graduating, Anaise thought she had missed her opportunity to participate in study abroad, until she received an email from a college staff member, specifically recruiting students from her academic program and other related graduate programs. Anaise knew that if she didn't go on this trip, she would truly have missed out on studying abroad. Like other study participants, Anaise felt that her study abroad program was the perfect fit for her. For Anaise, the perfect fit meant a two-week trip because she didn't have to worry about leaving her job to participate. One of the deciding factors in Anaise's decision to participate in this study abroad trip was the specificity to her academic program. Other determining factors included the uniqueness of both the trip and the location, as well as this being her final opportunity to participate in a study abroad program.

Anaise says family was also a factor when deciding to study abroad. She states that her family and friends "...never had this type of experience and I wanted to be able to say that I did". Anaise shared that study abroad was one of many areas that she didn't have a close family member or friend who could coach her through the experience and she wanted to be able to provide that insight to her own family in the future.

Anaise had concerns about paying for her study abroad program and shared that finance was the biggest barrier or concern when thinking about studying abroad. Anaise paid for study abroad program through student loans and "a very small amount" of donations from GoFundMe. Another factor Anaise considered was safety, and the size of the group going on the trip.

Participant Profile: Cooper

Cooper describes himself as not “really much of a scholar” and a below average student who didn’t do his work and got Cs and Ds in his classes while in high school. When asked about his expectations of attending a PWI, Cooper remembers not having many expectations because he didn’t think he was going to college due to his grades. He says no one talked to him about college or asked him how he felt about it because “...I was one of them students...they just trying to get you to graduate”. After graduating high school, Cooper’s mother enrolled him in the local community (now state) college, where he first participated in study abroad. After graduating from community college, Cooper transferred to a university where friends from his hometown attended and convinced him they could ease the transition for him.

Cooper’s first study abroad program at community college was 2.5 weeks in France, which he was encouraged to participate in by the faculty leader of the program. This faculty member helped Cooper understand the importance of study abroad, and the difference between programs at the community college and universities. This helped pave the way for Cooper to study abroad again while at a university because he already knew he wanted to participate in a program and just needed to choose a location.

Cooper recalls learning about study abroad and hearing that 80% of participants are Caucasian women, which he felt made staff members more welcoming to him as a Black man because Black men don’t often participate. Cooper shared that everybody he talked to about study abroad was very encouraging and that it would have been hard to turn down this opportunity to participate. However, Cooper also said that if he did not attend a study abroad fair intentionally seeking a study abroad program, he likely would not have known about the opportunities and doesn’t think anyone would have brought the opportunity up to him. Cooper

said at his PWI, Black men are not well represented on campus and opportunities are not “...really hitting you in the face”. Cooper said the low numbers of Black males on campus made it difficult to see people who represented him and that it could easily have a negative impact on campus involvement for himself or other Black men, stating “...it can really make you seem distant where you’re just going to class and just trying to graduate and you’re not involved on campus”.

Cooper did have an assigned mentor on campus at his PWI through the Trio program, which he also participated in at community college. Cooper’s mentor is a Black Ghanaian man who has traveled and studied in multiple locations including the United States, Ghana, and London. This mentor encouraged Cooper to be not only travel but to be involved on campus, and how to take advantage of opportunities specific to Black students.

Cooper chose to study abroad in Africa because he wanted to go to Africa and he liked the program itinerary and coordinator. One of the significant factors Cooper considered about both of his study abroad programs was his relationship with the faculty members leading the trip. Cooper stated that he was less concerned about relationships with other students than with his relationships with faculty members. Cooper felt that his relationship with faculty members was crucial because they would be responsible for his wellbeing in another country, as well as his program costs and he needed to trust in them and their itineraries. Cooper knew that the activities and itineraries for both of his study abroad trips genuinely excited him, which helped him make decisions to participate as well.

Finance was the most influential factor for Cooper’s decision to study abroad. Cooper shared that finances were his biggest concern related to participating. He received a scholarship for his study abroad trip to Africa, which helped solidify his decision to participate in that

specific trip. Cooper also spoke to the wide range of costs related to study abroad and ensured that the trip he was going on was worth the price. Cooper stated that some study abroad programs might have the same cost, the lengths of trips vary greatly he wanted to know the trip he chose was worth the price. Having participated in study abroad previously and knowing he wanted to go again helped Cooper with the financial aspect of his trip because he started planning and saving money a year before he went on the trip.

Cooper is currently enrolled in graduate school and works with the faculty member from his study abroad program to recruit new students to participate. He says that before he can get to the importance of and benefits of study abroad, students tend to stop at financial concerns, which he understands, sharing "...you're already paying thousands of dollars for school and housing and just trying to survive and it's just where do you find that? Where do you find the money to actually have \$1,000 to \$5,000 to go to study abroad?". Cooper does consider finance to be the biggest barrier to study abroad participation for himself, other Black students, and anyone who considers themselves "middle... or lower class".

Outside of finances, Cooper shares that fear is one of the most significant barriers to students participating in study abroad. Cooper feels that fear may be especially impactful for students who have never left their hometown or state, may be struggling with being on their own for the first time in college, or are having a difficult time being away from their families. Despite these challenges, Cooper also shares that if students are interested in study abroad, it is a viable option. Cooper said if students research and plan, they can afford to study abroad, especially considering that scholarships exist specifically for African American students. Cooper emphasizes that study abroad is possible if students work towards participating through planning ahead by at least one semester and saving money.

Research Question Findings

Using Colaizzi's method of data analysis, including transcribing and reviewing data, extracting significant statements, and organizing those statements into categories, six themes emerged from participant interviews. To be identified as a theme, similar experiences, thoughts, or ideas must have been present in at least three participant interviews. Distribution of themes amongst participants is represented in the table below. Themes were not equally weighted amongst all participants. If participants indicated that a certain theme was especially influential to them, or brought up the same theme multiple times, it is indicated within the research question findings. The six themes emerging from this study data are: (a) familiarity, (b) finance, (c) family, (d) faculty, (e) fear, and (f) finish.

The familiarity theme indicates that participants shared their exposure or lack of exposure to study abroad and international travel as an influential factor in their decision-making process. The finance theme indicates that participants considered money or payment as an influential factor in their decision. The family theme indicates that participants shared they considered their family and upbringing as something that influenced their decision to study abroad. The faculty theme indicates that participants shared that a faculty member who was involved in study abroad or encouraged them to study abroad was influential an influential factor related to study abroad. The fear theme indicates that participants had concerns about their safety, treatment, or racial tensions while participating in study abroad as an influential factor in their decision. The finish theme indicates that participants shared they had concerns related to how study abroad would impact finishing their academic program requirements. In some instances, themes overlap within one participant's experience.

Table 3

Themes and Related Participants

Theme	Participant				
	Gwen	Jane	Khaili	Anaise	Cooper
Familiarity	✓	✓	✓	✓	✓
Finance	✓	✓	✓	✓	✓
Family	✓	✓	✓	✓	
Faculty	✓	✓			✓
Fear	✓	✓		✓	
Finish	✓		✓	✓	

Research Question 1

The first research question of this study is “How do storytelling and counternarratives influence Black student study abroad participation?”. Storytelling and counternarratives are elements of Critical Race Theory which allow minority stories to be told where they may usually be overlooked, and challenge the dominant ideas commonly held about minority group members (Harper, 2009; Solorzano & Yosso, 2001). This research question was answered by interview questions 3 and 7. These interview questions were designed to allow participants to share stories of how they learned about study abroad, what Black people closest to them thought about study abroad, and if there were any Black individuals whose stories or experiences contributed to the participant choosing to study abroad. During data analysis, the themes of familiarity and faculty emerged as relevant to this question.

Participants became familiar with study abroad or international travel through various channels, with three participants specifically indicating that the stories and encouragement of other Black people positively influenced them to study abroad. Two of five participants indicated that Black faculty and staff members sharing their stories of international travel and leading study abroad programs positively influenced their decisions to study abroad. Gwen shared that she studied abroad in graduate school, in part due to her program being led by a Black faculty member who encouraged her to participate. Gwen also noted that graduate school was the first time she experienced having Black faculty members, so she never had the opportunity to be encouraged by Black faculty during her undergraduate education.

Cooper was mentored by and encouraged to participate in study abroad by a Black male faculty member who extensively shared his stories of researching and traveling in multiple countries. Cooper's mentor also advised him on how to get involved on campus at a PWI, specifically with activities and programs related to his ethnicity. Khaili shared that she didn't enter college intending to participate in study abroad. Khaili notes that she may have seen advertisements for study abroad programs, but didn't realize she was interested until she saw a Black male friend post that he was participating in a study abroad program and thought "if he can be accepted, chances are I can be as well". Khaili also shared that if she had not participated in the same study abroad program as that friend, she may not have been aware of the opportunity to study abroad because "unless you're really eager and interested in study abroad, you're not looking at this website". For Khaili, familiarity was the most influential factor in her decision to study abroad because she was unaware of study abroad opportunities and had not considered the option before a friend posted about it.

Jane was also encouraged by a faculty member (who was not Black), to participate in study abroad. While Jane's faculty member was not Black, he did have a positive influence on her study abroad participation because he was passionate about study abroad and the specific program he was leading. This faculty member encouraged Jane to participate in study abroad and because of the positive rapport they shared, his encouragement was influential in her decision-making process. Faculty was the most influential theme for Jane, as she attributes "a lot" of her decision to participate to her faculty member, their rapport, and his passion for the country and program.

All participants indicated that their level of familiarity with international travel, study abroad programs, and/or available options were influential in their study abroad decisions. While all participants were influenced by various elements of familiarity, participants were influenced by this theme differently. Both Khaili and Gwen indicated they had very limited international travel experience prior to study abroad, acquired their first passports to participate in their study abroad programs, and may have been more interested in study abroad entering into college if they had traveled more with their own families while they were growing up. Conversely, Jane, Cooper, and Anaise indicated their prior knowledge of, experience with, and exposure to study abroad programs or international travel had a positive influence on their decisions to participate in study abroad. Cooper and Anaise both learned about study abroad at previous institutions and Jane entered college interested in international travel, with career aspirations of being a Peace Corps volunteer.

Familiarity with available study abroad options also influenced participants in their decisions to study abroad. Anaise, Khaili, and Gwen mentioned that their study abroad programs were "unique" or "specific" in regards to length (short-term, which allowed them to continue in

their jobs), relation to their academic programs, or involvement with grant funding and specific recruitment of minority students. Khaili also shared that she was unaware of all the study abroad options her institution offered until after she heard about her program and accessed the study abroad website to complete necessary paperwork. Cooper was the only participant who stated he was aware of other study abroad programs and compared available options before choosing a program. The remaining four participants in the study did not indicate they were aware of or familiar with study abroad programs except the programs they participated in.

Research Question 2

The second research question of this study is “What beliefs and attitudes do Black students have about study abroad participation?”. This question was answered by interview questions 4 and 7. These interview questions were designed to allow participants to share their pre-existing beliefs and attitudes related to study abroad and how those feelings influenced decision-making, relating the question to the Theory of Planned Behavior, one of the theories included in the conceptual framework of this study. The Theory of Planned Behavior states that beliefs and attitudes influence intentions which shape behaviors (Schnusenberg, et al., 2012). All five participants indicated having positive beliefs and attitudes related to study abroad programs overall prior to their own experiences. Themes related to this question are fear and finish.

Three participants expressed that fear was a consideration when deciding to participate in study abroad. Fears ranged from financial concerns, unease from family members, and general safety and well-being. Beliefs and attitudes about study abroad in general as well as their own safety and well-being while abroad had various impacts on participants’ study abroad decisions.

Gwen shared that she had positive thoughts about study abroad in general and thought it was a great opportunity for other people, but didn't think she would be able to participate. When Gwen participated in study abroad in graduate school, she recalls her parents and grandparents bringing her attention to fears and concerns that she hadn't thought of, including racism abroad, considering if she was the only Black person in her group, making sure her hair was straight to appear racially ambiguous, human trafficking, and general safety while abroad. Gwen also shared that general fear of study abroad may exist for those who haven't traveled internationally with their families and are fearful of "...going with strangers in a strange country" for the first time.

Jane stated there were no real barriers standing between her and study abroad, except for fear which was a barrier she created for herself. Jane's fears and reservations about studying abroad included going to a predominantly White country and sticking out, how she would be treated in that environment, and if she would be supported by the other people on her trip if "something goes wrong". Anaise was concerned about group size and if the group would be lost while on the trip and about general safety while traveling abroad. Jane and Anaise both mentioned these fears during their interviews, but this was not the most salient theme for either participant.

Cooper did not express fear as a consideration for himself in deciding to study abroad, but did share that he believes it is one of the biggest barriers to other students participating in study abroad. He said that a lot of people haven't traveled prior to college and may not feel comfortable traveling abroad. Cooper also shared that students may still be adjusting to college and not ready to travel internationally, stating "Maybe college is the first time they've been on

their own, so just the fact of going to another country where you're already having struggles of being in a different city from your parents in kind of tough as well".

Beliefs and attitudes about study abroad also influenced some participants not to study abroad during their undergraduate degree programs. Two participants who studied abroad in graduate school expressed that they did not participate in study abroad during their undergraduate careers, in part, because they did not believe study abroad aligned with their academic progress. Gwen shared that she did not want to "sacrifice" a semester of her to study abroad because of the impact it could have had on her studies. Anaise shared that while she had previous knowledge of study abroad and knew that she was interested during her undergraduate career, she chose not to participate because she was not able to find programs that aligned with her academic program. The study abroad program Anaise participated in during graduate school was specific to her academic courses and was geared towards students in her program and other related programs, which was the most influential factor in her decision to participate. Anaise noted that she would have missed the opportunity to participate in study abroad if she had not found a trip that aligned with her academic program.

Khaili also shared that finishing her academic program was an influential factor in her decision to study abroad. Khaili suggested many other students may share her concerns about studying abroad delaying their graduation and the true motivation behind coming to college: "...let me go get a degree because this is what's going to help me in the future to receive...the good pay, to be able to take care of myself and my family". In these statements, the finish theme is related to beliefs and attitudes as students believe study abroad could have a negative impact on their graduation timeline.

Research Question 3

The final research question this study sought to answer is “How do pre-college and college experiences influence Black student study abroad participation?”. This question was answered by interview questions 1, 2, 5, 6, and 7. These questions were designed to allow participants to share their unique, individual experiences and how they may have influenced their study abroad participation, connecting the question to the third theory in the conceptual framework of this study, Astin’s Input-Environment-Outcome Model (I-E-O Model). The I-E-O Model views students as individuals who come into college with unique pre-college experiences (inputs) and college experiences (environments), which combine to result in outcomes (Gayles, et al., 2012). Astin’s I-E-O- Model also accounts for inputs and environments having an individual or compounding influence on outcomes (Strayhorn, 2012). Themes related to this question are finance and family.

All participants shared that their decision to study abroad was influenced by their pre-college and college experiences, including their individual financial positions, familial socioeconomic status and financial positions, concerns about payment, receiving scholarships, using student loans, or not being financially literate as an undergraduate student. Four participants specifically mentioned using student loans to finance their study abroad programs, and two participants received study abroad-specific scholarships or grants.

Finance was a theme relevant to all participants. For some participants, finance was both a pre-college and college experience. Finance as a pre-college experience is indicated by participants speaking about the socioeconomic status of their families and the related impacts to their own experiences. Finance as a college experience is related to students who used financial

aid to pay for their study abroad programs, as well as those who did not think they could afford to study abroad in college.

In some instances, the finance and family themes overlapped, as in the case of Gwen who shared her position related to finances and financial aid within the scope of financial responsibility in her family. Gwen shared that she was aware of study abroad during her undergraduate career and knew she would receive a refund through financial aid, but also knew she needed to pay her rent and car payment and couldn't spend the money on a study abroad program. Outside of using financial aid for her own living expenses, Gwen related her options to deciding between going to Italy or sending money home to help her family with their needs. Gwen doesn't feel unique in this situation and thinks Black students feel more pressure and have more responsibility than other students to "...relieve as much burden from our parents...just because you see... the struggle more up front...". Gwen also reflected that she now understands she could have studied abroad in her undergraduate career, but that she gained financial literacy in graduate school which bolstered her ability to study abroad.

Jane's primary concern about study abroad was financial, which made her nervous about participating and were an influential factor. She notes that without her student loans, she doesn't think she would have been able to participate in study abroad. Khaili's financial concerns and solutions were similar to Jane's. Khaili received a grant specific to her study abroad program, without which she wouldn't have shown interest in the program or participated. After receiving the grant, Khaili applied to other forms of financial aid that paid for the remainder of her program.

Anaise also considered the financial implications of studying abroad, including being able to return to her job because the program she participated in was short-term, lasting only 2

weeks. Anaise shared that after her job security, her second thought about study abroad was the cost and how she would pay for it. Anaise also used student loans to pay for study abroad and received “a very small amount of...donations through GoFundMe”. Anaise noted that the biggest barrier to her participation in study abroad was financial.

Cooper also considered finance an influential factor in his decision to study abroad. Cooper shared that he received a scholarship for his second study abroad program, but that he also considered price comparisons between this trip and other available options. While choosing which program to participate in, Cooper researched the costs of individual trips relative to their length, saying “I wanna make sure it’s actually worth my money. I don’t want to pay \$5,000 for a week when you could pay \$5,000 to go somewhere else for a month or two”. In his experience, Cooper noted that other students are also concerned about the financial aspects of study abroad, saying the biggest barrier to study abroad for people of color in general or anyone who considers themselves “middle class or lower class” is payment. Cooper shared that it can be difficult to even consider studying abroad when students are already spending thousands of dollars on school and housing and “just trying to survive”. While Cooper understands why finance may be a barrier for some people, he also shares that it doesn’t have to be. Cooper said that for students who plan ahead, research, and save money, study abroad is an option. Having studied abroad twice, Cooper said that he was able to prepare for his second trip by saving money a year in advance of when he intended to participate.

Family was a relevant theme for four participants. Family can be a pre-college and a college experience, depending on the context of the participant experience. Family as a pre-college experience can overlap with familiarity, related to how much exposure students had to international travel before arriving at college. Family as a college experience can overlap with

fear, related to the fears of family members influencing study abroad decisions. Family can also relate to future families and participants' desire to have an impact on them.

Four participants shared that family influenced their study abroad decisions via family members' own fears, awareness levels of international travel, and feelings towards study abroad. Gwen shared that the responses of family members related to her study abroad participation weighed heavy on her mind, especially those regarding fear. Gwen's grandparents had concerns about her safety, her ability to appear "racially ambiguous", and racism abroad. Gwen understood her grandparents' concerns, especially related to racism because of their own experiences, saying "...for them who experienced these things, it's always in the forefront of their mind". Gwen's parents also had concerns related to her safety and human trafficking in foreign countries. Gwen shared that the concerns from her family wouldn't have stopped her from participating, but that they did "...linger in the back of your mind", and made her apprehensive. While all six themes were relevant to Gwen, she spent the most time in her interview sharing about family, finances, and the intersection of those two influential themes. Gwen also followed up with the researcher to share further about finance and family. Jane also shared that parental concerns about study abroad were involved in her study abroad decision. Before Jane came to college she was interested in study abroad, but that she was advised against it by her dad who said it wasn't a good time to be abroad because America was at war. This was influential to Jane as she remembered it and shared it with the researcher, but it was not as influential for her as other factors.

Gwen shared that she was the first person in her family to travel abroad and that for some White students, traveling internationally may be a regular summer vacation. Gwen said that traveling internationally for the first time without your family for study abroad is "completely

different” than traveling internationally with family members and could be an influential factor for students. Khaili and Gwen both obtained passports for the first time to participate in study abroad and had similar family experiences related to limited international travel. Khaili also shared similar sentiments about how traveling with their family can influence students’ decisions to study abroad, especially those who “grew up in a lifestyle and had the opportunity to travel and explore the world...they may have a different mindset”. Specific to her own experience and family, Khaili said “I feel like had I had that experience to travel when I was younger...or if my family had the experience to travel... and share that knowledge with me...of the world and how beautiful it is...I would have had that desire when I go to college I want to study abroad, I want to go to different countries, but I never had that”.

Anaise also shared that family was influential in her study abroad decision, but it differs from other participants’ family influences because she spoke in the context of her future family, as opposed to her present family. Anaise shared that she didn’t have any family or friends who participated in study abroad, and didn’t have anyone to guide her through the process. Anaise considered this when making her own study abroad decision and was influenced to study abroad by the idea of being able to provide guidance from her experience to family members and friends in the future.

Summary

In-depth participant profiles and findings from the study are presented in this chapter. Individual profiles are provided to contextualize the experiences, viewpoints, and decisions related to study abroad for each participant. This chapter also provides common themes from the data analysis of individual interviews as well as answers to the research questions of the study.

Common themes of influential factors related to study abroad participation for Black students, emerging from this study are: familiarity, finance, family, faculty, fear, and finish. Explanations of each theme, their relationships to the research questions, and the participants influenced by them are presented in this chapter. Additionally, each theory from the conceptual framework and its relationship to the coordinating research questions are also presented.

CHAPTER FIVE: DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

Introduction

The primary purpose of this study was to gain insight into how Black students make decisions related to study abroad participation, which is seldom included in current literature. Individual interviews were conducted with five participants regarding their decisions to participate in study abroad, which generated six themes of factors influencing study abroad decisions: (a) familiarity, (b) finance, (c) family, (d) faculty, (e) fear, and (f) finish.. A conceptual framework was used to guide this study and establish the research questions. The conceptual framework was composed of three theories: Critical Race Theory, the Theory of Planned Behavior, and Astin's Input-Environment-Output Model.

The three research questions guiding this study were:

1. How do storytelling and counternarratives influence Black student study abroad participation?
2. What beliefs and attitudes do Black students have about study abroad participation?
3. How do pre-college and college experience influence Black student study abroad participation?

Through analysis of participant experiences expressed through interviews, this study found factors influencing study abroad decision making for Black students can be organized into six themes: (a) familiarity, (b) finance, (c) family, (d) faculty, (e) fear, and (f) finish. This chapter includes a discussion of findings for each research question and the relationship of the findings

to the conceptual framework of the study, limitations and delimitations of the study, implications of these findings, recommendations for future related research, and a conclusion.

Discussion of Findings

Current literature provides little information about lack of Black student participation in study abroad. Relevant to their overall enrollment in college, White students are overrepresented in study abroad, Asian or Pacific Islander students are about equally represented, and Black and Hispanic students are underrepresented (Snyder et al., 2018; Institute for International Education, 2018). Existing literature provides no concrete evidence for this disparity in participation. Currently available study abroad literature overall focuses on the benefits of study abroad, both academically and personally, but the factors related to deciding to study abroad are rarely explored. Additionally, literature related to the multi-faceted nature of students, including racial identity, beliefs, and pre-college experiences pertinent to study abroad participation is scarce. The goal of this study was to explore how Black students make decisions related to study abroad and what factors may influence these decisions, in order to provide information for institutions to create practical solutions to increase Black student participation in study abroad. The following section relates the findings of the research questions of this study to the theories of the conceptual framework guiding the study.

Research Question 1 and Critical Race Theory

The first research question of this study is “How do storytelling and counternarratives influence Black student study abroad participation?”. Storytelling and counternarratives are foundational elements of Critical Race Theory. Critical Race Theory asserts that racism is a

normal occurrence in American society, not an exception (Ladson-Billings and Tate, 1995, Ladson-Billings, 1998, Dixson & Rousseau, 2005). Counternarratives and storytelling allow minority stories to be told in places where they may be left out or overlooked and can challenge accepted ideas about minority groups (Harper, 2009; Solorzano & Yosso, 2001). National study abroad rates reflect about 76% White participants (Institute for International Education, 2018) which can allow institutions, administrators, faculty members, and students to accept the idea that Black students won't participate in study abroad.

The findings for this question indicate that storytelling and counternarratives have a positive influence on Black student study abroad participation. Three participants shared that encouragement from another Black person had a positive influence on their decision to study abroad. Khaili specifically noted that the storytelling of a Black friend studying abroad enlightened her to her own options to study abroad. While Khaili noted that she may have known about study abroad before, this was the first time she truly believed she could participate in study abroad. This participant experience highlights the importance of the small number of Black students who do study abroad participating in storytelling. Storytelling from Black faculty and staff members was also influential for two participants who shared that they were encouraged, invited, or informed about study abroad by a Black faculty or staff member which positively influenced their decision to participate.

However, storytelling and counternarratives can only exist when there are stories and narratives to share. In the absence of other Black people, Black students can experience “onlyness”, the psychoemotional burden of being the only or one of few Black people on a college campus (Harper et al., 2011). Several participants recalled being the only or one of few Black students on their study abroad program. Gwen noted that her decision to participate in

study abroad was encouraged by a Black faculty member. Not only did this impact her, but she also noted that she didn't have any Black faculty members during her undergraduate education, so she never had the opportunity to be encouraged or mentored by them. This finding aligns with literature related to Black students at PWIs having difficulty finding mentors due to low numbers of Black faculty and staff members (Dortch & Patel, 2017). Not only was Gwen not able to be mentored or encouraged by Black faculty and staff, but she missed out on the opportunity to hear counternarratives and stories of their experiences. Additionally, some participants noted feeling more comfortable participating in a study abroad program when it was led by a Black faculty member who would be traveling with their group, or noted that the study abroad program announcement was sent out by a Black staff member. This finding is consistent with literature about Black students finding it easier to connect with and be supervised by a Black faculty or staff member who they may share experiences with (Harper et al., 2011). Three participants in this study mentioned having some involvement with Black Greek organizations during their time at the study site. This finding is consistent with literature indicating Black student involvement on campus being positively associated with studying abroad (Salisbury et al., 2010). This is also relevant to the previously discussed lack of Black student (especially male) involvement on PWI campuses.

Research Question 2 and Theory of Planned Behavior

The second research question of this study is “What beliefs and attitudes do Black students have about study abroad participation?”. Beliefs and attitudes are crucial elements of the Theory of Planned Behavior because they influence intentions which drive behaviors (Schnusenber, et al., 2012). The findings for this question indicate that Black students have

positive beliefs and attitudes about study abroad, even if they do not think they will participate. No participants indicated that they had negative beliefs or attitudes about study abroad.

One of the reasons this study exists is due to the current lack of literature on Black students participating in study abroad. Accordingly, literature related to Black students and how they make decisions about study abroad is extremely limited. One of the goals of this research is to contribute to and widen that currently narrow body of literature. Findings of this study indicate that while no participants had negative beliefs or attitudes about study abroad overall, multiple participants had concerns related to study abroad. One of these concerns was about safety abroad.

Concerns about safety while studying abroad overlapped with family concerns for some participants. Some participants indicated their family brought the ideas of racism abroad and general safety to the forefront of their minds. Participants noted that family members shared fears about racism abroad, human trafficking, and America being at war. These findings related to safety and racism align with currently available literature about minority student study abroad participation decisions, which indicate that minority students may choose not to study abroad citing family concerns and fears of racism abroad (Salisbury et al., 2010). While findings are similar, the present study is related to how Black students made the decision to study abroad and what influenced them, while Salisbury et al.'s study is related to how minority (not specific to one group) students feel about study abroad, typically after a program. Due to the timeline of collecting data, Salisbury et al. note that their findings may be influenced by experiences while on a study abroad trip, not necessarily factors that were influential while deciding to participate.

Jane specifically mentioned the fear of studying abroad in a predominantly White European country, where she would stand out. Jane stated that depending on academic programs,

most Black students are not able to study abroad in predominantly Black countries. This is consistent with current national study abroad data which reveals the top 10 study abroad destinations as: the United Kingdom, Italy, Spain, France, Germany, China, Ireland, Australia, Costa Rica, and Japan (Institute of International Education, 2018). Jane noted that her concerns included how she would be treated in that country and if her peers on the trip would support her if something negative happened. These findings are consistent with the literature related to Black student experiences while studying abroad, especially related to White students having an easier time blending into European countries than Black students who stand out (Talbert & Stewart, 2002).

While not a negative belief, two participants did state that they studied abroad in graduate school because they did not believe study abroad aligned with their undergraduate program. Anaise noted that she had previous knowledge of study abroad and was excited about the opportunity but did not participate because there were no options available that aligned with her academic program. Anaise did participate in study abroad during graduate school because the study abroad program was specific to her graduate courses and provided the opportunity for research related to her program that she wasn't able to find outside of the study abroad opportunity. Gwen stated she did not study abroad as an undergraduate student because she was focused on academics and didn't have the "luxury" to "sacrifice" an entire semester of academic work. These findings are congruent with findings from study abroad research involving students who showed interest in study abroad but didn't participate, indicating study abroad not fitting within their academic plans (Spiering & Erickson, 2006).

Research Question 3 and I-E-O Model

The third and final research question of this study is “How do pre-college and college experience influence Black student study abroad participation?”. Pre-college and college experiences are factors of Astin’s I-E-O Model. In this model, pre-college experiences are inputs, college experiences are environments, and their combined and individual influences on students result in outcomes (Gayles, Rockenbach, & Davis, 2012; Strayhorn, 2012). In this study, outcomes are related to decisions to study abroad. The findings for this question indicate that pre-college and college experiences do influence Black student study abroad participation. Participants shared that their pre-college experiences, including families, previous travel experiences, and college experiences of individual or family financial status during college influenced their decisions to study abroad.

For Gwen, the overlap between family and finance impacted her decision not to study abroad as an undergraduate student, because she received financial aid but used it to pay her bills and felt that anything additional should have been sent to help her parents instead of spent on a study abroad program. Gwen felt that many Black students had this same cultural expectation to help their families and “relieve a burden” from their parents. For other participants, individual financial statuses were an influential factor on their own. Khaili and Jane both noted that they used student financial aid, through loans and scholarships to pay for their study abroad program. Both participants stated that without these options, they likely would not have been able to study abroad. Anaise also used student loans and received donations to pay for her study abroad program. In addition to these specific financial concerns, Anaise considered that due to the short length of the program, she would not need to be concerned about taking time away from or losing her job in order to participate. Cooper also used financial aid in the form of a scholarship

to pay for his study abroad program and said that financial concerns are often the biggest barrier to study abroad for anyone who is “middle class or lower class”. Utilizing student financial assistance is potentially the most pervasive college experience amongst American college students. In Astin’s I-E-O Model, accessing financial aid would be categorized as an environmental factor, specifically, a within-institution environmental factor (Astin & Antonio, 2012). This finding of financial concern as an influential factor in study abroad decisions is in agreement with literature from multiple study abroad researchers, and is often cited as a barrier for students in general, not specifically for Black or minority students (Presley, Damron-Martinez, Zhang, 2010; Salisbury, Paulsen, & Pascarella, 2010).

Limitations and Delimitations

Limitations and delimitations both impacted this study. Delimitations set by the researcher included limiting the study participants to: (a) students from one academic college at one larger institution, (b) students from one academic college at one larger institution who identify as Black, African-American, Afro-Caribbean, and African, and (c) students from one academic college at one larger institution who identify as Black, African-American, Afro-Caribbean, and African who also participated in a study abroad program.

There is one overarching significant limitation to this study, which produced other limitations. The data collection for this study occurred in April 2020, at the height of the COVID-19 pandemic in America. Not only were safety and general health concerns present, but no clear timelines were defined on when the country and institution could return to standard operations. The original research design of this study was a comparative case study between Black students who did and did not participate in study abroad, which would have allowed the

researcher to draw comparisons between the two groups, identifying similar and differing influential factors. This original research design included the study institution's study abroad office sending out the participant invitation email, to all students who attended information sessions but did not participate in study abroad and those students who did participate. In the interest of ensuring the study abroad office could continue to focus on mitigating risks for students traveling or planning to travel, the research design was amended with approval of the dissertation committee and Institutional Review Board.

Limitations in this study are primarily related to participant sample size and population. Study participants were recruited by faculty and staff members from one academic college within a larger institution, which limited an already narrow population of potential participants. Due to national guidelines and university safety protocols, interviews were conducted via video conference, instead of face-to-face, which in some instances limited the rapport building between the researcher and participant. While these delimitations and limitations impacted the study, the findings do advance the body of literature largely missing this specific population.

Implications

The findings of this study presented implications for both Black students interested in study abroad and faculty members and institutions interested in increasing Black student participation in study abroad. The findings of the study have different implications for each group, presented below. Black students from PWIs interested in study abroad should consider the findings and implications of this study as an introduction to factors that may impact their decisions about study abroad, along with their personal circumstances. Similarly, institutions are unique in their available study abroad options, academic programs, financial assistance for

students, challenges, and demographics of both student and faculty and staff populations. For institutions, the implications of this study can serve as a basis for conversations and efforts related to increasing Black student participation in study abroad, adaptable to institutions per their own circumstances.

Implications from the findings of this study indicate that potential Black study abroad participants benefit from increased familiarity with available study abroad programs and encouragement by faculty members. While there are multiple factors that influence Black students' decisions to study abroad, if potential participants are familiar with available options, and encouraged by faculty members (especially Black faculty members), participants are more likely to navigate and persist through challenging influential factors within the themes of family, fear, finance, and finish. There are two significant, common misconceptions about study abroad: it is unaffordable, and it must last at least one academic semester. Potential Black study abroad participants would greatly benefit from the correction of these misunderstandings. Correcting these ideas by widely publicizing financial assistance opportunities and short-term programs strongly aligned with academic programs could decrease two of the themes that have potential negative influences on Black students choosing not to participate; finance and finish.

Black Students Interested in Study Abroad

For Black students interested in studying abroad, this study provides insight into factors that may be influential in the decision-making process, which may differ from peers in other demographic groups. As discussed in the findings, hearing the stories of other Black students or faculty and staff members who have studied or traveled abroad can have a positive influence on a Black student's decision to study abroad. The findings of this study should encourage Black

study abroad participants to share their stories and experiences every chance they get, including with other Black students to encourage them and with faculty, staff, and administrators to show that Black students on their campus are interested in studying abroad. Black study abroad participants can encourage other Black students to participate by posting on social media, speaking about their experiences with their peers, and working with faculty to recruit Black participants.

Multiple participants noted that their programs were “unique” for various reasons, including being short-term in length, serving targeted populations, and being connected to a grant or financial assistance. As previously stated, short-term study abroad programs are actually the most common type of study abroad programs nation-wide (Institute for International Education, 2018). Additionally, Black students interested in studying abroad should ask faculty members or advisors within their academic discipline if study abroad opportunities exist within their program and how they can be aligned with coursework and graduation timelines. As noted in the findings, financial barriers to participation do exist, but so do solutions. Several participants stated they might not have participated in study abroad had it not been for student financial aid in the form of loans, scholarships, or program-specific grants. Black students interested in study abroad should research available scholarship and grant opportunities for study abroad, specific to Black or underrepresented students.

Faculty Members & Institutions

Of the five participants in this study, four learned about study abroad from a faculty member directly or through communication from their academic department. It should be noted that only one participant learned about study abroad from social media, and it was within her

own personal network. Outside of this participant, no participants learned about study abroad through social media or other university-wide digital distributions. One participant first learned about study abroad through a faculty member, but learned about his specific program and other available options at the institution through attending a study abroad event on campus. The other four participants in this study did not mention attending any study abroad events or being influenced by study abroad advertisements, either through campus-wide email, social media, or printed flyers. This finding is important for institutions looking to increase study abroad participation in general, because it demonstrates the necessity and value of the rapport between students and institutional staff, including faculty members. For institutions looking to increase Black student study abroad participation, this finding must be considered within the context of how the participants related to the faculty members from whom they learned about study abroad. One participant noted that a Black faculty member leading the study abroad program made them feel more comfortable participating. This finding is especially relevant for minority students at PWIs where they may struggle to find a mentor who shares their identity and can relate to experiences within the institution (Dortch & Patel, 2017; Harper et al., 2011). Two additional participants noted that their relationship with the faculty member leading the study abroad program was influential in their decision to study abroad, despite their faculty member not being Black. Overall, especially at large research institutions, where faculty have multiple competing priorities, it is important to remember that faculty members can be seen by students as trusted advisors, not just instructors. While faculty members are pulled many directions and expected to balance ever-increasing workloads, the findings of this study should serve as a reminder of the impact faculty members can have on students' growth and experiences outside of the classroom.

Institutions looking to increase Black student participation in study abroad should consider allocating increased funding and resources towards partnerships between study abroad offices, faculty members, and Black student organizations. Three participants in this study noted that they had some type of experience with a Black Greek organization and a fourth participant noted feeling comfortable within a community of Black students at the PWI study site. The findings of this study note the importance of storytelling and counternarratives, and the danger of the potential lack of those on a PWI campus. At PWIs, especially those with few Black faculty and staff members and low rates of Black student participation in study abroad, storytelling about study abroad can be powerful but also severely limited. Study abroad administrators at these institutions should consider opportunities to partner with Black student organizations to present available study abroad programs.

Additionally, institutions should consider closely aligning their study abroad programs with academic programs in marketing materials and outreach efforts. Two participants in this study did not participate in study abroad during their undergraduate careers because they were concerned about their academic progress and “losing” a semester of taking classes. Showcasing study abroad as an enhancement to a traditional academic program, instead of a barrier to graduation could help increase Black student participation. This implication is especially relevant to Black students as the findings from this study show multiple participants felt that Black students face the pressure of graduating quickly to start earning salaries as soon as possible to provide for themselves and their families.

Recommendations for Future Research

Due to the currently limited literature available on study abroad, Black students studying abroad, and how decisions about study abroad are made, there is significant research to be done on topics related to this study. The following recommendations for research would complement this study by providing further understanding of how Black students make decisions about study abroad and how study abroad can be made more accessible to Black students, especially at PWIs.

1. The original design for this research included a comparative case study between Black students who participated in study abroad and Black students who intended to participate but did not. Due to COVID-19 limitations in population sampling, intended participants were not accessible and the design was modified to the current study. Future research using this design could provide further insight into barriers or challenges that exist within a specific institution, even between students with shared identities.
2. Another recommendation for future research is expanding the size and diversity of the participant sample. This study was limited to five participants. A larger participant sample would allow for easier generalizability to all Black students interested in study abroad at PWIs. Additionally, the participants in this study were all from one academic college within a larger university. Ideally, a larger participant sample would include participants from more diverse academic programs, including those most and least likely to study abroad.
3. A third recommendation for further research is a comparative case study between institutions. A comparative case study between similar institutions would allow a researcher to understand how institution specific barriers may impact students. In addition to studying participants, this study could include administrators from each

institution to provide a more complete understanding of study abroad at each institution. Additionally, this comparison would allow researchers to expand the understanding of how various institutions engage their Black students in study abroad from interest to participation and post-participation.

Conclusion

The findings of this study provide insight into the factors that influence Black students from PWIs when deciding to study abroad. Current literature on study abroad gives nearly no consideration to the ways students are impacted by their various identities, including racial. This study expands the limited research on how students are impacted by their racial identities related to study abroad. This study revealed some of the themes of influential factors impacting Black students in their decisions to study abroad, including: family, finance, familiarity, faculty, finish, and fear. Findings from this study also led to implications for Black students who are interested in studying abroad and PWIs that are considering ways to increase Black student study abroad participation. Recommendations from this study include ways future researchers can expand on this study and current literature on Black students studying abroad from PWIs.

I would be remiss to conclude this study without acknowledging that at the time of this writing, America is in a period of unrest. The murders of Breonna Taylor, Ahmaud Arbery, and George Floyd resulted in currently ongoing peaceful protests and violent riots across the country. The data collection for this study occurred just weeks before these killings. If the data collection occurred after these events, I believe the results would have been different, and there would have

been more direct data points related to race and the pervasive systemic and institutional racism in America.

While I don't believe Black Americans are ever able to remove racism from the forefront of their minds, I do believe it is accepted as a societal norm, as described in Critical Race Theory. My hope in choosing to research this topic was that study abroad would become more accessible to Black students and their participation would be normalized. However, before Black students can study abroad, they must first be able to live, to feel welcomed into White institutions, to identify with leadership, and to have equality in opportunities.

APPENDIX A: INDIVIDUAL INTERVIEW QUESTIONS

1. Tell me about your K-12 academic experience.
 - a. Do you think your K-12 experience shaped your thoughts and expectations of a PWI?
2. Tell me about your experiences as a Black student at a PWI.
 - a. Do you think those experiences shaped your thoughts about study abroad?
3. How did you first learn about study abroad?
4. Prior to applying, what were your thoughts and expectations about study abroad?
5. What factors did you consider when making a decision about study abroad?
6. Did you find any barriers or challenges to participating in study abroad?
7. Is there anything we haven't covered that you would like to share?

APPENDIX B: IRB APPROVAL



UNIVERSITY OF CENTRAL FLORIDA

Institutional Review Board
FWA00000351
IRB00001138, IRB00012110
Office of Research
12201 Research Parkway
Orlando, FL 32826-3246

EXEMPTION DETERMINATION

March 4, 2020

Dear Stephanie Hartkopf:

On 3/4/2020, the IRB determined the following submission to be human subjects research that is exempt from regulation:

Type of Review:	Initial Study, Category 2 (ii)
Title:	Exploring Influences on Black Student Study Abroad Participation
Investigator:	Stephanie Hartkopf
IRB ID:	STUDY00001404
Funding:	None
Grant ID:	None
Documents Reviewed:	<ul style="list-style-type: none"> • Email Study Participation Invitation SMHartkopf, Category: Recruitment Materials; • Focus Group Protocol-SMHartkopf, Category: Interview / Focus Questions; • HRP-254 SMHartkopf, Category: Consent Form; • HRP-255 SMHartkopf, Category: IRB Protocol; • Individual Interview Protocol-SMHartkopf, Category: Interview / Focus Questions;

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made, and there are questions about whether these changes affect the exempt status of the human research, please submit a modification request to the IRB. Guidance on submitting Modifications and Administrative Check-in are detailed in the Investigator Manual (HRP-103), which can be found by navigating to the IRB Library within the IRB system. When you have completed your research, please submit a Study Closure request so that IRB records will be accurate.

If you have any questions, please contact the UCF IRB at 407-823-2901 or irb@ucf.edu. Please include your project title and IRB number in all correspondence with this office.

Sincerely,



UNIVERSITY OF CENTRAL FLORIDA

Institutional Review Board

FWA00000351
IRB00001138, IRB00012110
Office of Research
12201 Research Parkway
Orlando, FL 32826-3246

EXEMPTION DETERMINATION

June 9, 2020

Dear Stephanie Hartkopf:

On 6/9/2020, the IRB determined the following submission to be human subjects research that is exempt from regulation:

Type of Review:	Modification / Update, Modification / Update
Title:	Exploring Influences on Black Student Study Abroad Participation
Investigator:	Stephanie Hartkopf
IRB ID:	MOD00000942
Funding:	None
Grant ID:	None
Documents Reviewed:	None

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made, and there are questions about whether these changes affect the exempt status of the human research, please submit a modification request to the IRB. Guidance on submitting Modifications and Administrative Check-in are detailed in the Investigator Manual (HRP-103), which can be found by navigating to the IRB Library within the IRB system. When you have completed your research, please submit a Study Closure request so that IRB records will be accurate.

If you have any questions, please contact the UCF IRB at 407-823-2901 or irb@ucf.edu. Please include your project title and IRB number in all correspondence with this office.

Sincerely,

Renea Carver
Designated Reviewer

APPENDIX C: PARTICIPANT INVITATION EMAIL/INFORMED CONSENT

Email Study Participation Invitation

Dear Student,

I am emailing you to invite you to participate in my dissertation research.

My name is Stephanie Hartkopf and I am a doctoral candidate in the College of Community Innovation and Education here at UCF. My dissertation research aims to better understand the factors influencing Black student participation in study abroad.

You are invited to participate in the research if you meet the following criteria:

- Are 18 years or older
- Self-identify as Black, African-American, Afro-Caribbean, or African
- Attended at least 1 information session about a study abroad program at UCF.

Your participation includes an individual interview and a focus group related to your educational experiences and choosing to participate or not participate in a study abroad program. I estimate the individual interview to take approximately 30-45 minutes and the focus group to take approximately 1 hour. All interviews and focus groups will take place digitally. You will be audio recorded during this study. If you do not want to be recorded, you will not be able to participate in the study. Recordings will be kept in a secure place and deleted after they have been transcribed. Each participant will be given a pseudonym to ensure personal identifiers are not published.

If you are interested in participating in the research and meet all criteria, please email Stephanie Hartkopf at stephanie@ucf.edu .

Thank you for your consideration of this request. If you have questions, please contact me, via email: stephanie@ucf.edu; or phone: 407-823-0731.

Thank you for your time,

Stephanie Hartkopf

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